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DISSERTATION

A HISTORY AND CRITICAL EXAMINATION OF THE
EARLY MANUSCRIPTS OF THE

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Dissertation

THE HISTORY AND EDUCATIONAL PHILOSOPHY OF THE
EARLY MASSACHUSETTS ACADEMIES

by

Lorentz I. Hansen

(A. B., Central College, Iowa, 1910; A. M., University of
Chicago, 1915; B. D., University of Chicago, 1915)

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Thesis

THE HISTORY AND EDUCATIONAL PHILOSOPHY OF THE
EARLY REPUBLICAN ACADEMIES

by

Lorena I. Hansen
(A. B., Central College, Iowa, 1913; A. M., University of
Chicago, 1915; B. D., University of Chicago, 1915)

Submitted in partial fulfillment of the

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1934

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FOREWORD

The Mood of the Educational Pioneers of the New Country
--America--finds articulation in the poem by Bishop
George Berkeley. It forms, therefore, a fitting foreword.

"ON THE PROSPECT OF PLANTING ARTS AND LEARNING
IN AMERICA"

"The Muse disgusted at an age and clime
Barren of every glorious theme,
In distant lands now awaits a better time,
Producing subjects worthy fame.

"In happy climes where from the genial sun
And virgin earth such scenes ensue,
The force of art, by nature seems outdone,
And fancied beauties, by the true.

"In happy climes the seat of innocence
Where nature guides and virtue rules,
Where men shall not impose for truth and sense
The pedantry of court and schools.

"There shall be sung another golden age,
The rise of empire and of arts,
The good and great inspiring epic rage,
The wisest heads and noblest hearts.

"Not such as Europe breeds in her decay;
Such as she bred when fresh and young,
When heavenly frame did animate her clay,
By future poets shall be sung.

"Westward the course of empire takes its way;
The first four acts already past,
A fifth shall close the drama with the day;
Time's noblest offspring is the last."

--Bishop George Berkeley
(1685-1753)

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CHAPTER I

THE INTRODUCTION OF THE PROBLEM

I THE PROBLEM

A. Statement of the Problem. The subject of this

dissertation is The History and Educational Philosophy of the Early Massachusetts Academies. It is an attempt to discover what forces were at work producing the dramatic rise of the American Academy - the Secondary School - forces which had become so dominant that scarcely a community existed in 1830 throughout New England, (and indeed throughout a large part of the settled states of the New American Nation) which had not already established an Academy or had had one, or at least had experienced active agitation in behalf of one.

The rise of the Academies appears all the more singular when it is discovered that there was in existence a Secondary School, "The Latin Grammar School," of ancient and honorable origin, deemed so important that legislation, repeatedly confirmed, provided heavy penalties for communities of certain sizes which did not establish and support it. Yet these same communities often preferred to pay the fine (if they could not be excused), and about the same time would enter enthusiastically into raising money for an Academy. What produced this anomalous situation? What educational wants and philosophies were involved? How did the Academies express the needed

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were involved? How did the Academies express the needed

educational philosophies of the day. That is the problem.

The conflict of educational philosophies, however, was not a theoretic debate between two well-defined groups. Rather it inhered in the circumstances of the time, as a part of the practical life of the day. It therefore cannot be discovered or outlined without tracing the history of the first Academies, grouping them and interpreting the Academy movement as a whole. Moreover the Academies did not appear suddenly without parentage; nor were they nourished alone by their own success. A task in this dissertation is to interpret the history of the times in which the Academies arose, uncover the impulse that originated them, and trace the development of the Academy movement until it is well established. The problem therefore may be stated: What was the philosophy of education active in the founding and administration of the early American Academies?

B. Delimitations. For this study a limited territory, and segment of time, had to be chosen.

1. Territory. In the South and the West the legislation for county Academies resulted in very little early Academy establishment. Massachusetts on the other hand generated a virile movement which dotted the state earlier and more consistently than any other section of the country with Academies. The rest of the New England states¹ soon shared

¹ Maine was a part of Massachusetts until 1820. For this study however, the significant Academy movement concerns Massachusetts as now constituted. The Academies selected therefore are those within the boundaries of Massachusetts as now constituted.

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2. Time. The segment of time chosen is from 1760 to 1830, a period of seventy years. The opening date marks the beginning of the Academy movement in the founding of Dummer Academy at South Byfield. By his Will, as revealed at the time of his death in 1761, Governor Dummer of Massachusetts provided means for the founding of a "school"

² Carl R. Fish, The Rise of the Common Man (New York: Macmillan Co., 1927), p. 203.

³ Catalogue of Denmark (Iowa) Academy, 1867.

⁴ Carl R. Fish, op. cit. p. 205.

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This dissertation will deal with the Academies which had their initiation within these seventy years. However in order to interpret justly the Academies founded within the

⁵ Ellwood P. Cubberley, History of Education (Boston: Houghton Mifflin Co., 1920), p. 696.

⁶ Boston had established a High School -- the first in the country -- in 1821.

⁷ Emerson Davis, The Half Century (Boston: Tappan and Whittemore, 1851), p. 152.

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² Willard P. Guppy, *History of Education* (Boston: Houghton Mifflin Co., 1920), p. 390.
³ Boston had established a High School -- the first in the country -- in 1821.
⁴ Emerson Davis, *The Fall Century* (Boston: Tappan and Wittermore, 1921), p. 122.

closing years of that period, it will be necessary to trace their history on into the decade beginning with 1830. In dealing with the Academies initiated within these seventy years, the investigator is concerned, not with formulating a detailed history of each Academy -- if spread over the period evenly they average almost one to a year -- but with the Academy movement as a whole, constructed from significant details of these Academies. It is not properly a history of individual Academies, but the history of a movement, illustrated in those Academies, traced only to the time when the movement has attained its stability. An important part of the task of this dissertation then is to be suggestive of future researches needed to be made, and directly and indirectly to open up problems, the solution of which would present worthy historical contributions to the history of education.⁸

C. The importance of this investigation is further revealed by the lack of comprehensive studies and correlated investigations of the educational situation then extant. For this the reason is apparent. The last quarter of the eighteenth century was the time of the American Revolution. Then followed the attempt to found a stable government on the American Continent. So absorbing in interest and so important for the present were the political experiences of that time

⁸ See Appendix, section "Further Problems suggested by this research," p. 230, for a suggested list.

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⁸ See Appendix, section "Further Problems suggested by
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that the educational situation has been forgotten, or at least neglected, by modern American historians. In addition, the firm rooting of the new government, and the physical conquest of the vast western territory in the first quarter of the nineteenth century has rightly fascinated the investigator. Yet during those years the phenomenon of the Academy movement occurred, and the future of American Secondary Education, through its influence determined. A study of the rise and development of the Academies, as a concerted movement, together with the social and educational background fostering that movement is therefore greatly needed. The amount of work already accomplished, and the conclusions thereby reached, will also indicate the importance of the problem.

II THE WORK AND CONCLUSIONS OF OTHER INVESTIGATORS

A. Town and School Histories. A number of more or less thorough histories of schools and academies are extant. The Boston Latin Grammar School, because of its continual and honorable history has been made the subject of a number of investigations.⁹ Other Latin Grammar and English Grammar Schools have in general received scant attention from investigators. Massachusetts town and county historians have

⁹ Consult E. D. Grizzell, Origin and Development of the High School in New England Before 1865 (Philadelphia: University of Pennsylvania, 1922).

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⁹ Consult E. E. Griggs, Origin and Development of the High School in New England Before 1850 (Philadelphia: University of Pennsylvania, 1922).

carried on a tremendous amount of research. In their histories, barring some notable exceptions, education receives little notice. Frequently, however they have traced the story of the Grammar Schools, though without detail or educational interpretation. The Alumni and Trustees of Academies have made possible a number of histories of the Academies.¹⁰ As early as 1858, the History of Bridgewater Academy was written. In 1879, a brief History of Milton Academy was published. Representing the more recent histories, may be cited the history of Phillips Academy at Andover, by Claude M. Fuess, entitled, An Old New England School,¹⁰ and the one by Jean Sarah Pond on Bradford, entitled, Bradford, A New England Academy.¹⁰ In these two, and some others, the conditions giving birth to the schools represented have been thoroughly investigated and the beginnings well recorded. In most of these histories and in the published "Historical Addresses" given at the celebrations of the individual Academies, however, very little attempt is made to depict the situations and interpret the needs which gave rise to the founding of the schools.

B. The Generalizations of Historians of Education. On the basis of materials found in such histories, together with what has been concluded in regard to the status of public education in general, historians of education have sought to

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present an account of the Academy movement. These accounts have not been lackingⁱⁿ attempts to interpret the movements in Secondary Education of that day. But the result has been a number of conflicting interpretations. More generally the historians have had to be content with describing the "decline" of the Latin Grammar Schools, and the "rise" of the Academies. A typical statement is that of the historian, Edwin G. Dexter.¹¹ He states "as the grammar schools through-out the early colonies declined in efficiency toward the latter part of the eighteenth century, a new institution was coming to the front and providing a means of education that was far reaching. This was the academy, the successor of the old grammar school and the forerunner of the modern high school." This descriptive statement runs the risk of leaving a wrong impression. The Academy may well be called the forerunner of the high school but only in an unofficial status. It is doubtful whether it can be called the successor of the old grammar school except that in point of time it came later than the Latin Grammar School and served Secondary Education. The Academy however served an entirely different constituency than the "Grammar School" and for different purposes. This, Frank P. Graves¹² sees when he states "they [the Latin Grammar

¹¹ Edwin G. Dexter, History of Education in the United States (New York: Macmillan Co., 1904) p. 96.

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¹¹ Edwin G. Dexter, History of Education in the United States (New York: Macmillan Co., 1907) p. 98.
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Schools] were mostly intended to fit pupils for college, although sometimes the college had not yet been established, and thus to furnish a preliminary step to preparation for the Christian minstry," and "when the number of religious denominations had greatly increased, and the demands upon Secondary Education had expanded, the 'grammar schools' with their narrow denominational ideals and their limitations to a classical training and college preparation proved inadequate, and efforts were made to organize academies as a supplement." Like the preceding historian, he describes a situation, but he sees the Academy not as a "successor" to the Latin Grammar School but as a "supplement". The Academy did what the denominationally tied Latin Grammar School never intended to do.

Likewise L. V. Koos¹³ notes that the Latin Grammar School had a narrow denominational aim, historically: "The Latin Grammar School was characteristic of the period of the New England church. The disintegration of this domination was certain to effect changes in an institution which had been obedient to it. Through the industrial development of the later colonial and early national periods, a new and prosperous middle class mercantile group arose for whom narrow classical training had little meaning." He also says "The Academy

¹³ L. V. Koos, The American Secondary School (Boston: Ginn and Co., 1927) pp. 25, 26, 20.

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movement arose from the need of a secondary school broader in scope than that afforded through the restricted curriculum of the Latin Grammar School." In these statements is pointed out a very significant factor -- "a new and prosperous middle class mercantile group." Ellwood P. Cubberley¹⁴ notes that "the Latin Grammar School was essentially a Town Free School maintained by the towns for the higher education of certain of their male children. It was aristocratic in type and belonged to the early period of class education," and that "in America it became particularly evident, after the coming of nationality that the old Latin Grammar type of instruction with its limited curriculum and exclusively college preparatory ends was wholly inadequate for the needs of the youth of the land. The result was the gradual dying out of the Latin School and the evolution of the tuition Academy."¹⁵ Another historian, Aubrey A. Douglass¹⁶ in terms descriptive, but not interpretive, adds "with the rise of the democratic spirit especially during the Revolutionary period, there was a tendency to turn from a school fostering social distinctions to one more democratic in nature In contrast with the Latin Grammar School whose curriculum ran parallel to the elementary school, the Academy built upon the curriculum of

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the common school." The last statement quoted links the educational system which existed in America before the vanishing of the Latin Grammar School up with the dual system of Europe -- one for the education of the "classes", another for the education of the "masses". With some added features, Paul Monroe¹⁷ sees the conflict of education, the changing of old emphasis. "The Latin Grammar School of the Renaissance-Reformation Europe," he reports, "was transplanted bodily to the American Colonies." For "political views and parties were as yet aristocratic rather than democratic and the educational ideas were the same."¹⁸ But now "the reaction against the Latin Grammar School and the outgrowth of democracy connected with the rapid development of the modern sciences and the formulation of a great variety of new subjects of study."¹⁹ To him, the conflict is one of a past gradation of society with one levelled by the progress of science. Stephen P. Duggan²⁰ thinks that the English and the American Academies, as well, were the results of Humanistic and Social Realism. It is interesting to note that he finds a financial reason for the decline of the Latin Grammar School, in the legalizing of the District School System. He says "the increase in the cost of supporting several district elementary schools in a town,

¹⁷ Paul Monroe, Principles of Secondary Education (New York: Macmillan Co., 1914), p. 51.

¹⁸ Ibid., p. 55.

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²⁰ Stephen P. Duggan, A Student's Textbook in the History of Education (New York: D. Appleton and Co., 1927ed), pp. 163-4.

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¹⁷ Paul Monroe, Principles of Secondary Education (New York: Macmillan Co., 1914), p. 31.
¹⁸ ibid., p. 32.
¹⁹ ibid., p. 37.
²⁰ Stephen F. Duggan, A Student's Textbook in the History of Education (New York: S. Appleton and Co., 1924), p. 155-156.

reduced the town's financial ability to maintain any secondary school."²¹

The European origin and constitution of the Latin Grammar School, has been blamed for its decline. Without going beyond description, Richard D. Boone²² links the Academy up with Great Britain in these words "the Academy both name and institution was evidently borrowed from Great Britain . . . the Academy was kept near the people, breathing the spirit of the time." Writing in his History of Education in the United States, Edgar W. Knight²³ gives as the reason for the strength of the Academy movement in the South that "the public high school was slow to develop."

While many more authorities could be cited, these nine show how varied are the conclusions as to the cause of the rise of the Academy. A tabular view will give more clearly the contrasting opinions held.

The tabular view given on page 13 reveals that confusion or at least indefiniteness exists as to the principal reasons for the phenomenal rise of the Academies. All these "conclusions" undoubtedly have a more or less firm basis in fact. Moreover, it is recognized that there is a definite relationship between the decline of the Latin Grammar School and the rise

²¹ Ibid, p. 247.

²² Richard D. Boone, Education in the United States (New York: D. Appleton and Co., 1900), pp. 71, 72.

²³ Edgar W. Knight, History of Education in the United States (Boston: Ginn and Co., 1929), p. 373.

refused the town's financial ability to maintain any secondary school.²¹

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The tabular view given on page 15 reveals that confusion or at least indifference exists as to the principal reasons for the phenomenal rise of the Academies. All these "conclusions" undoubtedly have a more or less true basis in fact. Moreover, it is recognized that there is a definite relationship between the decline of the Latin Grammar School and the rise

²¹ Ibid., p. 244.
²² Richard D. Boone, Education in the United States (New York: D. Appleton and Co., 1900), pp. 11, 12.
²³ Edgar W. Knight, History of Education in the United States (Boston: Ginn and Co., 1922), p. 375.

TABLE I

HOW NINE HISTORIANS OF EDUCATION VIEW THE RISE OF THE ACADEMY

No.	Historian	Analysis
1	Edwin G. Dexter	The Academy is the <u>successor</u> of the Latin Grammar School. (Purely descriptive)
2	Frank P. Graves	The Academy is a <u>supplement</u> to the Latin Grammar School. (Descriptive) Latin Grammar Schools had a religious bias.
3	L. V. Koos	The Academy is the result of change in the dominant element of American Society.
4	Ellwood P. Cubberley	The Academy results from the break up of gradations in Society.
5	Aubrey A. Douglass	The Academy is an attempt to build democratic educational system.
6	Paul Monroe	The Latin Grammar School doomed by rise of new educational subjects. The Academy builds on these.
7	Stephen P. Duggan	The Academy results from rise of realism. The Latin Grammar School lacked financial support.
8	Richard D. Boone	The Academy was European but it kept close to the people. (Purely descriptive)
9	Edgar W. Knight	The Academy came because public Secondary Education was slow in coming.

TABLE I

HOW NINE HISTORIANS OF EDUCATION VIEW THE RISE OF THE ACADEMY

No.	Historian	Analysis
1	Lawrence G. Dexter	The Academy is the predecessor of the Latin Grammar School. (Purely descriptive)
2	Frank P. Graves	The Academy is a development to the Latin Grammar School. (Descriptive) Latin Grammar Schools had a religious bias.
3	L. V. Moore	The Academy is the result of change in the dominant element of American Society.
4	Elwood F. Cubberley	The Academy results from the break up of gradations in Society.
5	Aubrey A. Douglass	The Academy is an attempt to build Democratic educational system.
6	Paul Monroe	The Latin Grammar School doomed by rise of new educational subjects. The Academy builds on these.
7	Stephen P. Luzzatto	The Academy results from rise of vocationalism. The Latin Grammar School lacked financial support.
8	Richard D. Boone	The Academy was European but it kept close to the people. (Purely descriptive)
9	Elmer W. Knight	The Academy came because public Secondary Education was slow in coming.

of the Academy. The same causes are responsible for both phenomena. Lack of definite information is responsible for the descriptive rather than explanatory statements of the historians. This dissertation seeks to push back of general statements and answer specifically definite questions which arise, as for instance: How much decline had there actually been in the Latin Grammar School? Did the coming of the first Academies hasten that decline? Had the needs which gave rise to the Academies just arisen, or had they existed long before? Is the decline of the Latin Grammar School responsible for the rise of the Academies (Dexter, Duggan -- lack of financial support)? Or is it the rise of science and new subjects (Munroe, Duggan -- realism)? Is it the weakening of the old religious element (Graves, Koos)? Is it the rise of a different controlling class (Koos, Cubberley)? Is it the spread of democracy (Cubberley, Douglass, Boone)? Is it because public education, the result of voting majorities was slow in appearing (Knight -- is the same true of New England which Knight contends is true of the South)? Evidently there is much uncertainty.

III THE SPECIFIC TASK SUMMARIZED

A. This study proposes to clear up the uncertainties, as much as possible by an investigation of available original sources, and of comparative studies, including

of the Academy. The same causes are responsible for both phenomena. Lack of definite information is responsible for the descriptive rather than explanatory statements of the historians. This dissertation seeks to push back of general statements and answer specifically definite questions which arise, as for instance: How much decline had there actually been in the Latin Grammar School? Did the coming of the first Academies hasten that decline? Had the needs which gave rise to the Academies just arisen, or had they existed long before? Is the decline of the Latin Grammar School responsible for the rise of the Academies (Dexter, Duggan -- lack of financial support)? Or is it the rise of science and new subjects (Duggan, Duggan -- realism)? Is it the weakening of the old religious element (Graves, Koon)? Is it the rise of a different controlling class (Koon, Gubberley)? Is it the spread of democracy (Gubberley, Douglas, Boone)? Is it because public education, the result of voting majorities was slow in appearing (Knight -- is the same true of New England which Knight contends is true of the South)? Evidently there is much uncertainty.

III THE SPECIFIC TASK SUMMARIZED

A. This study proposes to clear up the uncertainties,

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1. The framing of a unified account of the early Academy movement.

2. A somewhat detailed statement of the conflict of educational philosophy during the years between 1760 and 1830.

3. A testing of the validity of the generalizations of historians of education.

B. The summary of this investigation should include such specific items as these

1. The practical and academic educational philosophy of the Academy movement. Education as an organic part of human life involves the philosophies regnant among the citizenry of the state.

2. The sources of this philosophy -- native and European.

3. The expressed and implied reasons for the founding of the Academies, stated as far as possible in order of importance.

4. The types of Academies.

5. The types of headmasters -- the "pace setters" for the individual Academies.

6. The amount and kind of influence the Colleges exerted upon the Academies.

7. The comparative importance of the Latin Grammar Schools and the Academies in the History of Education.

8. The influence of the Academies on the contemporary

Town, School, and Academy histories. Included in this will be

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8. The influence of the Academies on the contemporary

education and the emerging high schools.

9. The lasting contribution of the early Academies to American education.

I DEFINING THE INSTITUTIONS TO BE STUDIED

A. Confusions Encountered.

1. Secondary Education in Massachusetts during the latter half of the Eighteenth Century and the first part of the Nineteenth is usually portrayed with two feet, the Latin Grammar School as one, and the emerging Academy as the other. The picture is not as simple as that. Some historians of Education do include the Public English Grammar School, leaving the impression that these three institutions, -- the Latin Grammar-Schools, and the Academy, -- represent the secondary schools of the period. If such were the case, it would be comparatively easy to define, list and locate the institutions to be studied as "Academies." Instead, however, the educational soil out of which the Academy grew was producing a bewildering mass of private, semi-public, and community secondary schools; day or night schools; summer or winter, or both; schools meeting in homes, halls, over stoves, in abandoned (or occupied) school buildings; schools fairly permanent; others of the "fly-by-night" variety -- and all serving secondary education needs. A brief analysis of this complicated mass of educational institutions will be under-

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CHAPTER II

MATERIALS AND METHODS

I DEFINING THE INSTITUTIONS TO BE STUDIED

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taken later,¹ indicating the forerunners of the authorized Academies. A pre-view may be attained by reference to the Massachusetts Gazette and Boston Weekly Newsletter, for Oct. 15, 1772,² showing three advertisements in a continuous column of private schools, teaching secondary school subjects; and also by referring to the page of advertisements culled from issues of the Exeter Register, Salem, Massachusetts, for March and April 1813.³ And that at a time when "education" is said to have been at a low ebb!

2. The name "Academy", moreover, frequently adds to the confusion. Many of these private schools called themselves Academies;⁴ and contrariwise many of the institutions which will be classified as Academies were known as "Seminaries", "Classical Institutes", "Collegiate Institutes", "Free Schools", or simply, "Institutes" or "Schools".

That these names are used interchangeably is shown by a comparative study. Especially is this the case with "Seminary" and "Academy". For instance, in 1792 the town of Taunton incorporated its institution as "Bristol Academy". The first preceptor, Reverend Simeon Doggett, gave the opening address, July 18, 1796, on "Education". In it he refers to "the opening of our promising seminary."⁵ In 1799 Jedidiah

¹ Infra Chapter III, Sec. V.

² See Photostat number 4, p. 93.

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Morse, the geographer, father of Samuel Morse, in addressing the students of Phillips Academy speaks of taking "leave of this seminary to enter the University."⁶ Joseph Lyman in his "sermon" at the opening of Deerfield Academy, January 1, 1799, said, "In pleasing anticipation of these future benefits to the community do I now gratefully discharge the duties of my appointment, in making an honorable mention of the laudable zeal, of those worthy citizens of Deerfield, who have made such copious subscriptions, and donations for the purpose of establishing a seminary of learning in this place. In aid of their noble exertions and in answer to their petitions, the legislature of this Commonwealth have [!] granted a charter of ample privileges for the establishment of an Academy by the name of Deerfield Academy."⁷ The Historian of Duxbury⁸ states that Honorable George Partridge endorsed a "seminary of learning", referring to Partridge Academy. The word "Academy" was also used for a girls' school. "Salem," says a writer, "has the distinction of the first instance of the word "Academy" used to designate a girls' school. This was in 1748 and the school was called Union Academy."⁹

⁶ Jedidiah Morse, Address to Students (Charleston: Samuel Etheridge, 1799), p. 12.

⁷ Joseph Lyman, The Advantages and Praises of Wisdom (Greenfield: Francis Bowker, 1799), p. 14.

⁸ Justin Winsor, History of the Town of Duxbury (Boston: Crosby and Nichols, 1849), p. 153.

⁹ Jean Pond, Bradford, A New England School (Published by the Alumnae), p. 25.

Morse, the geographer, father of Samuel Morse, in addressing the students of Phillips Academy speaks of taking "leave of this seminary . . . to enter the University."⁶ Joseph Lyman in his "sermon" at the opening of Deerfield Academy, January 1, 1799, said, "In pleasing anticipation of these future benefits to the community do I now gratefully discharge the duties of my appointment, in making an honorable mention of the laudable zeal, of those worthy citizens of Deerfield, who have made such copious subscriptions, and donations for the purpose of establishing a seminary of learning in this place. In aid of their noble exertions and in answer to their petitions, the Legislature of this Commonwealth have [?] granted a charter of ample privileges for the establishment of an Academy by the name of Deerfield Academy."⁷ The Historian of Duxbury⁸ states that Honorable George Partridge endorsed a "seminary of learning", referring to Partridge Academy. The word "Academy" was also used for a girls' school. "Salem," says a writer, "has . . . the distinction of the first instance of the word "Academy" used to designate a girls' school. This was in 1748 and the school was called Union Academy."⁹

⁶ Jedidiah Morse, Address to Students (Charleston: Samuel Etheridge, 1799), p. 12.
⁷ Joseph Lyman, The Advantages and Praises of Wisdom (Greenfield: Francis Bowker, 1799), p. 14.
⁸ Justin Winsor, History of the Town of Duxbury (Boston: Crosby and Nichols, 1849), p. 155.
⁹ Jean Pond, Bradford, A New England School (Published by the Alumnæ), p. 25.

B. Definitions in Old Dictionaries. Recourse was had to the dictionaries of the period here studied, to help define Academies. The following is the section on Academies in The Dictionary of the English Language by Samuel Johnson, edition of 1755:¹⁰

A'cademy (anciently and properly with the accent on the first syllable, now frequently on the second. Academia, Latin for Academus of Athens, whose whole house was turned into a school from whom the Groves of Academe in Milton).

1. An Assembly or Society of men uniting for the promotion of some art.

Our court shall be a little Academy
Still and contemplative in living arts.
-Shakespeare: Love's Labor Lost.

2. The place where sciences are taught. Among the Academies which were composed by the rare genius of these great men, these four are reckoned as the principal; namely, the Athenian School, that of Siciyon, that of Rhodes, and that of Corinth.

3. An University.

4. A place of education in contradistinction to the Universities or public schools.

In the miniature London edition of 1801, of Dr. Johnson's dictionary, and in the miniature editions published in America in 1804 and 1823, Academy is defined as follows:

Academy, a, a school where the arts and sciences are taught; an university.

The popular use of "Academy" seems to be reflected in these abridged dictionaries.

The word "Seminary" is defined in Samuel Johnson's dictionary of 1755, first in its literal meanings as a seed plot. The fifth definition reads:

¹⁰ Samuel Johnson, Dictionary of the English Language, 1755 (at Boston Athenaeum), Article "Academy."

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5. Breeding place; place of education, from whence scholars are transplanted into life.

It was the seat of the greatest monarchy and the seminary of the greatest men of the world whilst it was heathen.

-Bacon.

The inns of court must be the worst instituted seminaries in any Christian country.

-Swift.

In the 1801, 1804, 1823 miniature editions this brief definition is given:

seminary, s, a seed plot; original; school.

The historical analysis of the word "seminary" in the New England^{ISH} Dictionary, edited by Sir James Murray, does not differ from Dr. Johnson's. A reference however is of interest: in 1628, Wotton in Life and Letters refers to Eton as "This Royal Seminary."

The conclusion of this study is that the words "Academy" and "Seminary" are used interchangeable and refer, as they did in life performance to schools of arts and sciences. The word academy is the more prominent especially in official titles.

C. The Academy Historically Defined. To define an Academy adequately, it is necessary to trace its historical connections. For the purposes of this dissertation, a somewhat brief review is sufficient.

1. Plato, in 386 B. C. founded his "Academy" on an estate outside Athens, taking the name from that of the estate. For forty years, he taught, lectured and wrote there. The students or associates in his study possessed "in common

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a chapel, library, lecture-rooms, and living rooms. Philosophy, mathematics, and science were taught; and women as well as men, were admitted."¹¹ Plato's Academy trained such men of ability as Aristotle. While it was a popular place, it was not one of slovenly haphazard thinking. Lewes¹² "in his History of Philosophy says of the lessons of Plato, 'they were hard exercises of the thinking faculty, and demanded great power of continued abstraction;' and the Greek text of these lessons . . . is quite beyond the range of modern academic instructions. It is taught now in colleges, if at all, which in the generic use of the word academic are described by it, but in the specific and exact sense of both words are of a higher grade." Plato's Academy continued with varying fortunes until 529 A. D. when it was destroyed by Emperor Justinian.

2. During the Renaissance period, with the advent of the study of Greek, schools were established in Italian cities by enthusiastic students. These schools not only used the name Academy for their institutions, but also fashioned their study and life after the classical forms of the Ancient Academy. They cast their names into classical molds. "The Academia of Alders at Venice of which his celebrated press was a department, became a veritable university for classical learning, and to participate in its proceedings, scholars

¹¹ Ellwood Cubberley, op. cit., p. 44.

¹² This statement is culled from an address delivered at Denmark (Iowa) Academy, in 1867, and bound with the catalogue for that year. pp. 4,5.

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came from many lands. . . . The financial support of the movement came from the wealthy merchant princes, reigning dukes and a few church authorities"13

The word "Academy" spread to Europe, used to designate a group interested in some learned pursuit, and in some mode crossed to England. It is known¹⁴ that Milton in 1638, visited Italy, and was much entertained in Florence by the Academy and University there. In 1644 he published his Tractate on Education, "in which he outlined his plan for a series of classical academies for England."¹⁴ Milton, as a church reformer, influenced the Puritans -- and thus America. Another line of descent is suggested: The English were introduced to the word "Academy" in "the application of the term by John Calvin and the founders of the University of Edinburgh to universities which were established without the sanction of the Pope. . . . The pupils boarded in the house of the tutor, and often threw in their lot with him. . . . Latin was the language of instruction and conversation, with only slight exceptions, until the change to English was introduced by Doddridge."¹⁵

3. Whatever may have been the road by which "The Academy" came to England, it was the Tractate on Education by John Milton published in 1644, which served to provide a

¹³ Ellwood Cubberley, op. cit., p. 250.

¹⁴ Ellwood Cubberley, op. cit., p. 272.

¹⁵ Paul Monroe (ed.), Cyclopedia of Education (New York: Macmillan Co., 1914), Vol. I, p. 21.

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 15 Paul Monroe (ed.), Cyclopedia of Education (New York:
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conception of education for the English non-conformist middle class -- clergy and laymen -- when a combination of ecclesiastical and political laws and rulings, exiling them from school and society, threw them on their own resources. This Tractate showed the influence of the "private judgment" emphasis. Milton's scheme anticipated serving "our noble and our gentle youth", between ages twelve and twenty-one in a single institution which he named "Academy". That this was "Secondary Education" is evidenced by Milton's provision that this school should not be concerned with the most elementary arts (these were to be mastered before entrance), nor with professional training; but with "those general studies which take up all our time from Lilly to the commencing, as they term it, master of arts, it should be absolute."¹⁶ However the training was so extensive as to include both preparatory and collegiate education. It was therefore both a school and a university. Milton revolted against the impractical classical education of his day, not against the classics. He recommended the classics for practical information, as for instance a study of Cato and Varro for agricultural methods. "He would have the sciences taught as the subject matter of instruction but by means of classic authors as far as possible."¹⁷ For astronomy and geography he would use Globes. It is

¹⁶ John Milton, A Tractate on Education, p. 339. This edition is a miniature volume, published in London in 1753, with Paradise Lost as the first treatise in the book. Kept in Boston Public Library, Special Libraries.

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16 John Milton, A Treatise on Education, p. 339. This edition is a miniature volume, published in London in 1757, with Paradise Lost as the first treatise in the book. Kept in Boston Public Library, Special Libraries.
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not easy to summarize the curriculum of Milton's projected Academy. The following, however, gives the features important for this dissertation: "The course of study he outlines is enormous. The first year, that is beginning at twelve, the boy is to learn Latin grammar, arithmetic and geometry, and to read simple Latin and Greek. During the next three or four years, the pupil is to master Greek and to study agriculture, geography, natural philosophy, physiology, mathematics, fortifications, engineering, architecture, and natural history, all by reading the chief works of the ancients in prose and poetry on these subjects. During the remaining years to twenty-one, the pupil similarly is to obtain ethical instruction from the Greeks and the Bible; learn Hebrew, Greek, Roman, and Saxon law; learn Italian and Hebrew; and study economics, politics, history, logic, rhetoric and poetry by reading selected ancient authors he makes careful provision for daily exercise and play."¹⁸ Considering the influence it exerted, the following section of the Tractate or (Treatise), is most significant:-

First to find a spacious house and ground about it fit for an Academy and big enough to lodge a hundred and fifty persons all under the government of one. This place should be at once both school and University, not needing to remove to any other house of scholarship, except it be some peculiar college of law or physic where they mean to be a practitioner "¹⁹

¹⁷ Charles Hammond, "Academies", Barnard's Journal of Education Vol. 16, p. 414.

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4. After the restoration of the Stuarts "some two thousand non-conforming clergymen were dispossessed by the Act of Conformity and soon after this the children of non-conformists were excluded from the grammar schools and universities. Many of these clergymen turned to teaching as a means of earning a livelihood, and serving their people."²⁰ The schools established turned toward Milton's useful studies, and emphasized the newer subjects -- subjects excluded from the Established Church Schools by the system of licensing the teachers. Partly because of the liberalized opportunity in these "outlaw" schools, partly because of the need of emphasizing "life" subjects, and partly because of the influence of Milton, the non-conformist schools, or Academies as they became known, had an amazing array of subjects, old and new. No doubt the many sided Milton like curriculum of these schools, as well as their non-conformist origin, helped to fasten the term "Academy" to them.²¹ In this "English" and many-sided emphasis, these schools were superior to the old established schools. The writings of John Locke and Sir Isaac Newton, popularized by numerous men, such as Watts, helped provide a stimulating background to the schools. It must of course be remembered that the teachers in these schools had for the most part been educated in the "Great

²⁰ E. Cubberley, op. cit., p. 400.

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Endowed Schools" such as Eton, and to an extent the non-conformist schools were copies of them, though without their equipment and scholarship standards.

Many non-conformist schools became famous, as for instance, the one taught by that vigorous dissenting minister, Dr. Philip Doddridge. For twenty-two years he presided over his school and trained leaders, some of whom made journeys to America and whose writings were well known there. Another English Academy well known in America was that at Newington Green, taught by Dr. Charles Morton. There Samuel Wesley, father of the famous brothers, John and Charles, was taught. There also Daniel Defoe (1661-1731) received his Secondary Education -- his father, James Foe, being a non-conformist.

5. Singularly enough, in addition to all the information which passed from England to America about "Academies" through John Milton's Tractate and through these non-conformist schools, an essay -- or rather essays -- by Daniel Defoe, had an unusual influence. "An Essay on Projects" first published in 1697 by Daniel Defoe in which he outlines some "Academies", and also some other writings, perhaps his "Academy of Music", bearing the date of 1723, were read extensively in America. The former was in the collection of books which Benjamin Franklin's father possessed. In his autobiography, Franklin says "There was also a book of Defoe's called 'An Essay on Projects' and another of Dr. Mather's called 'An Essay to Do Good', which perhaps gave me a turn of thinking, that had an

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influence on some of the principal future events of my life."²²
It was a significant discovery for the versatile Benjamin Franklin.

Daniel Defoe, spending some time in Paris, had associated with members of the "Academy" there. After he had returned home to England he published his "Essay on Projects" in which he, amongst other discussions, suggested the establishment of four Academies. The first one was to be modelled after the Academy of Paris, the study of which he says has been "to refine and correct their own language." This Academy then takes the form of a Society of Learned Men, into which "should be admitted none but persons eminent for learning, and yet none, or but very few whose business or trade was learning".²³ He would admit no clergyman, physician, or lawyer. The other Academies, Daniel Defoe suggests, are rather of the type of schools than Learned Societies. His "Military Academy" was set up in four different forms; as follows:

- 1) A college for "breeding up of artists" in the useful practice of all military exercises.
- 2) A college for voluntary students in the same exercises.
- 3) A college for the Gentlemen who come for temporary study, and are "entertained like a gentleman for one whole year gratis and taught".²⁴
- 4) A college of temporary instruction for all for a small allowance.

²² B. Franklin, Autobiography (New York: Harper and Brothers, 1849). Bound with a narrative of His Public Life and Services by Rev. H. Hastings Weld. Page 19.

²³ Daniel Defoe, An Essay Upon Project (London: Printed by R.R. for Tho. Cockerill, 1697), p. 234. This volume may be found in the Special Libraries of the Boston Public Library.

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 24 *Ibid.*, p. 261.

His third Academy was for women -- and this was before 1700! "I have often thought of it as one of the most barbarous customs in the world, considering us as a civilized and Christian country that we deny the advantages of learning to women."²⁵ But it is in his Academy of Music, published in 1723 that he definitely attachesⁿ the name "Academy", the meaning -- a school of learners. He makes his conception clear by the use of well-directed sarcasm: "An Academy, rightly understood is a place for the propagation of science, by training up persons there to from younger to riper years, under the instruction and inspection of proper artists; how can the Italian opera properly be called an Academy, when none are admitted but such as are, at least, thought, or ought to be, adept in music? If that be an Academy so are the theatres of Drury Lane and Lincolns-Inn Fields; nay, Punch's Opera may pass for a lower kind of opera."²⁶ Such vigorous treatments of education undoubtedly influenced Franklin, both in the use of the term "Academy" and also in the type of instruction to be given.

This historic review needs to be completed by a brief analysis of the Academy founded in Philadelphia, by Benjamin Franklin, opening its doors in 1751, before adequate historic criteria have been secured for the identification of the Academies.

²⁵ Ibid., p. 282.

²⁶ Quoted by Henry Barnard in Journal of Education Vol. XXVI, p. 422.

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6. In 1743 Benjamin Franklin attempted to attract attention to a plan for providing an Academy for the youth of Pennsylvania, but failed. He tried again in 1749, issuing a circular entitled "Proposals relating to the education of youth in Pennsylvania," describing his projected institutions -- and this was much read and discussed. Together with interested associates he drew up a constitution. In the Pennsylvania Gazette for December 18, 1750 the following advertisement appeared:

NOTICE is hereby given that the Trustees of the ACADEMY of Philadelphia intend (God willing) to open the same on the first Monday of January next; wherein youth will be taught the Latin, Greek, English, French and German Languages, together with History, Geography, Chronology, Logic, and Rhetoric; also Writing, Arithmetic, Merchant's Accounts, Geometry, Algebra, Surveying, Gauging, Navigation, Astronomy, Drawing in Perspective, and other Mathematical Sciences; with Natural and Mechanical Philosophy, etc., agreeable to the Constitutions heretofore published, at the rate of Four Pounds per Annum, and twenty shillings entrance."²⁷

This curriculum was organized into three schools, each with its own master -- an English, a Latin, and a Mathematical School. Franklin, influenced by English realism, and John Locke and John Milton, both of whom he frequently quotes, had wanted to open an "English" school for utilitarian purposes. But influenced by friends, he included in the Constitution definite provision for both classical and vernacular education. But even so his emphasis was on the practicality of the studies

²⁷ Quoted from Robert F. Seybolt, Source Studies in American Colonial Education (Urbana: University of Illinois bulletin Vol. 23, No. 4), pp. 98, 99.

6. In 1743 Benjamin Franklin attempted to attract attention to a plan for providing an Academy for the youth of Pennsylvania, but failed. He tried again in 1749, issuing a circular entitled "Proposals relating to the education of youth in Pennsylvania," describing his projected institutions -- and this was much read and discussed. Together with interested associates he drew up a constitution. In the Pennsylvania Gazette for December 18, 1750 the following advertisement appeared:

NOTICE is hereby given that the Trustees of the ACADEMY of Philadelphia intend (God willing) to open the same on the first Monday of January next; wherein youth will be taught the Latin, Greek, English, French and German Languages, together with History, Geography, Chronology, Logic, and Rhetoric; also Writing, Arithmetic, Merchant's Accounts, Geometry, Algebra, Surveying, Gaining Navigation, Astronomy, Drawing in Perspective, and other Mathematical Sciences; with Natural and Mechanical Philosophy, etc., agreeable to the Constitution heretofore published, at the rate of Four Pounds per Annum, and twenty shillings entrance.²⁷

This curriculum was organized into three schools, each with its own master -- an English, a Latin, and a Mathematical School. Franklin, influenced by English realism, and John Locke and John Milton, both of whom he frequently quoted, had wanted to open an "English" school for utilitarian purposes. But influenced by friends, he included in the Constitution definite provision for both classical and vernacular education. But even so his emphasis was on the practicality of the studies

²⁷ Quoted from Robert T. Seybolt, Source Studies in American Colonial Education (Urbana: University of Illinois Bulletin Vol. 25, No. 4), pp. 98, 99.

chosen. "All intended for divinity should be taught the Latin and Greek; for physik, the Latin, Greek, and French; for law, the Latin and French; merchants, the French, German, and Spanish; and though all should not be compelled to learn Latin and Greek or the modern foreign languages, yet none that have an ardent desire to learn them should be refused; their English, arithmetik, and other studies absolutely necessary being at the same time not neglected."²⁸

The actual Philadelphia Academy was a compromise in favor of the "public spirited men who were to support his plan financially and who insisted on the inclusion of the learned languages which he later called the chapeau bras in his Observations Relative to the Intentions of the Original Founders of the Academy in Philadelphia, 1789."²⁹ He had observed that art was long and the student's time was short, and hence had argued for the "most useful" and the "most ornamental".

In 1754 a philosophical school was added with Reverend William Smith as head. That, together with the Latin School, was then known as The College; while the Academy consisted of the English and Mathematical Schools. Franklin's plan was thus much altered. Partiality was also shown to the Latin School to such an extent that the English School, at first

²⁸ Benjamin Franklin, Proposals relating to the Education of Youth in Pensilvania (Philadelphia: 1749), p. 25.

²⁹ I.L.Kandel, op. cit., p. 171.

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²⁸ Benjamin Franklin, Proposals relating to the Education of Youth in Pennsylvania (Philadelphia: 1749), p. 25.
²⁹ I. L. Kandel, op. cit., p. 171.

flourishing, was soon dangerously near extinction. The Observations of 1789, already referred to "show how difficult a matter it was to promote the new and generally unpopular realistic education against the generally conservative opinion of that day, that no education was quite so worthy, dignified or proper, as that gained from the mastery of ancient tongues."³⁰

But Franklin's efforts, and his arguments were widely noticed, and both the name "Academy" and the type of practical school Franklin desired, found favor with groups of educational leaders among the Colonies. It cannot of course be doubted that the conception of an Academy came to the Colonies by such other channels as the references Jonathan Edwards and Whitefield made in their public utterances, to the non-conformist schools of England, by their use of it in speaking of the higher schools they found among the Colonies, by Mather's public use of the term in alluding to the new colleges, during the "Great Awakening". Yet Franklin's prominence, his popularity, and his sympathetic co-operation in all good causes, perhaps did more to focus attention upon the need for such schools as he called "Academies", than all other influences.

7. From this historical review certain criteria for Academies -- the Secondary Schools -- are revealed. It

³⁰ Thomas Woody, op. cit., pp. 191, 192.

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a matter it was to promote the new and generally unpopular realistic education against the generally conservative opinion of that day, that no education was quite so worthy, dignified or proper, as that gained from the mastery of ancient tongues." 30

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7. From this historical review certain criteria for Academies -- the Secondary Schools -- are revealed. It

appears that from the Renaissance period, institutions bearing the name "Academy" are schools of revolt -- a revolt in the Italian cities from the traditional ecclesiastical scholasticism; in England, from the classicism sponsored by the Established church; in Benjamin Franklin's projected institution, from the inadequate traditional education. On the whole, they are institutions of revolt against outworn forms of tradition. This point of view is voiced by E. E. Brown in his discussion of the English Academies. "In general," he states, "it may be said of these Academies [English Non-Conformist Academies] that while endeavoring to keep alive the tradition of scholarship among the dissenting bodies, they represent in more ways than one a revolt against tradition. They not only undertook to give instruction in the studies commonly pursued in the English Universities, but they reached out after new learning in the many forms in which it was then opening up, whether in or out of the Universities."³¹ An intimacy of teacher and pupil was sought, culminating in shared housing quarters. Here undoubtedly Milton's influence is also evident, and because of his description of the "house", this building itself became known as The Academy. Being an institution rather out of joint with the educational procedure of the times, the Academy in each period, was at first a private undertaking, which one, or more likely a number

³¹ E. E. Brown, The Making of Our Middle Schools (New York: Longman Green and Co., ed. of 1926), p. 173.

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⁵¹ E. E. Brown, The Making of Our Middle Schools (New York: Longman Green and Co., ed. of 1926), p. 173.

supported by subscription and endowment. Increasingly the curricula of these Academies were broader and more utilitarian in scope than those of the orthodox schools. Yet tied by supporters and professors whose training had been received in the established schools, the traditional studies found a place -- though smaller -- in these curricula. In the later Academies, an attempt to give a college education on a lower plane for the sake of broadening the culture and increasing the utility of the general public, seems clearly in mind. An Academy was therefore not a local school, but it secured its students from neighboring communities and countries. Most significant and all pervading perhaps is the spirit and atmosphere of the institution -- a spirit of revolt, of freedom, of adventure, and of forwardlooking enthusiasm.

These criteria, the result of the historical inquiry, represent distinguishing features by which one is enabled to select and list Academies, no matter under what name they may be disguised. That these features represent, and are expected in the American institutions, the following quotation supports: "In the year 1825, a large and commodious HOUSE was erected by SUBSCRIPTION, in which an Academy, or SCHOOL FOR THE HIGHER BRANCHES OF EDUCATION, has been and continues to be kept; and which has been of no small ADVANTAGE to the youth of THIS AND SOME OTHER TOWNS."³² Added to the features here

³² William Biglow, History of Sherburne, Mass. (Milford: Ballou and Stacy, 1830), p. 13.

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capitalized as identifying criteria are the breadth of the curricula and the buoyant, creative spirit.

In this provision for criteria with which to discover the true Academy, the first step in determining the educational philosophy of the American Academy movement has been taken. The criteria themselves constitute an Education Philosophy. Moreover the roots or source of the philosophy are uncovered. "The Academy came to us from Greece through England. The word came to us from Greece; not the thing, or only so much of the thing as this, the idea of a better culture, more or less, than the masses enjoy. The word from Greece, the thing from England."³³ Yet "the thing" represents its accumulated experiences, though the American Colonies received it from English hands. Before an accurate statement of the Educational Philosophy of the American Academy can be formulated, two more steps are necessary -- an analysis of the indigenous soil in which their roots were lodged, and the indigenous institution which flourished.

But before these steps are taken, a list of Academies must be made, by the application of the criteria here agreed upon.

³³ Denmark (Iowa) Academy Catalogue cited.

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II LOCATING AND LISTING THE INSTITUTIONS

A. Lists in Existence. In attempting to locate the Academies to be studied, search was made for former lists. In point of time, the first list was made by Jedidiah Morse in his American Geography published in 1789.³⁴ In his descriptive section, he names five Academies: Dummer, Phillips at Andover, Leicester, Williamstown, and Derby School at Hingham. To be valuable as a check list, however, any former listing should be after 1830. Fortunately a list was found in the American Quarterly Register for May 1830,³⁵ which included fifty-six Academies. The inclusion of the whole year of 1830 being desirable, another list given in the Massachusetts Board of Education Report for 1875-6 -- the Fortieth Annual Report³⁶ -- was chosen as basic. This report gave a total of seventy-one Academies, fifteen more than given in the Report of May 1830, which had been incorporated before January 1, 1831. A comparative study of these lists is next given:

³⁴ Jedidiah Morse, The American Geography (Elizabethtown: Shepard Kollock, 1789), p. 176.

³⁵ Vol. II, No. 4, pp. 232-233.

³⁶ pp. 176 ff.

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³⁴ Jedidiah Morse, The American Geography (Elizabeth-
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³⁵ Vol. II, No. 4, pp. 232-233.
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TABLE II
COMPARATIVE LIST OF ACADEMIES IN MASSACHUSETTS
1760 - 1830

The 1875-6 List is used as the basic list. Against this in the second space is checked each academy where reported in the 1830 List. The date of incorporation is given next and finally the date of opening as recorded in the 1875-6 report. Listing is in order of date of incorporation.

No.	Name and Location of Academy 1875-6 List	As given in 1830 List	In- cor.	Opened
1.	Latin School, Boston Highlands	[Not included]	1670	1645
2.	Eliot School, Jamaica Plain	[Not included]	1690	1691
3.	Phillips Academy, Andover	✓	1780	1778
4.	Dummer Academy, South Byfield	✓	1782	1763
5.	Leicester Acad., Leicester	✓	1784	1784
6.	Derby Academy, Hingham	✓	1784	1785
7.	Williamstown Free School, Williamstown	[Not included]	1785	
8.	Ipswich Grammar School, Ipswich	[Not included]	1787	1636
9.	Bristol Academy, Taunton	✓	1792	1796
10.	Marblehead Academy, Marblehead	✓	1792	
11.	Westford Academy, Westford	✓	1793	1792
12.	Westfield Academy, Westfield	✓	1793	1800
13.	Lawrence Academy, Groton	✓	1793	
14.	Plymouth Academy	✓	1793	

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No.	Name and Location of Academy 1875-6 list	As given in 1830 list	In- cor.	Opened
1.	Latin School, Boston Highlands	[Not included]	1670	1645
2.	Bliss School, Tarrant Plain	[Not included]	1690	1691
3.	Phillips Academy, Andover	/	1780	1778
4.	Bunker Academy, South Duxbury	/	1782	1783
5.	Leicester Acad., Leicester	/	1784	1784
6.	Berry Academy, Hingham	/	1784	1785
7.	Williamstown Free School, Williamstown	[Not included]	1785	
8.	Ipswich Grammar School, Ipswich	[Not included]	1787	1836
9.	Bristol Academy, Taunton	/	1792	1796
10.	Marblehead Academy, Marblehead	/	1792	
11.	Westford Academy, Westford	/	1793	1792
12.	Westfield Academy, Westfield	/	1793	1800
13.	Lawrence Academy, Groton	/	1793	
14.	Plymouth Academy	/	1793	

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and Location of Academy 1875-6	As given in 1830 List	In- cor.	Opened
15.	New Salem Academy, New Salem	✓	1795	1795
16.	Deerfield Academy, Deerfield	✓	1797	1799
17.	Milton Academy, Milton	✓	1798	
18.	Bridgewater Academy, Bridgewater	✓	1799	
19.	Framingham Academy, Framingham	✓	1799	
20.	Nantucket Academy, Nantucket	✓	1801	
21.	Berkshire (Lenox) Academy, Lenox	✓	1803	
22.	Franklin Academy, North Andover	✓	1803	
23.	Bradford Academy, Bradford	✓	1804	1803
24.	Monson Academy, Monson	✓	1804	1806
25.	Sandwich Academy, Sandwich	✓	1804	
26.	Lynn Academy, Lynn	✓	1805	
27.	Day's School, Wrentham	✓	1806	
28.	Middlesex Female, Concord	✓	1806	
29.	Pittsfield Female, Pittsfield	✓	1807	
30.	Newburyport Academy, Newburyport	✓	1807	
31.	Grammar School Fund, Lincoln	[Not included]	1811	
32.	Friends Academy, New Bedford	✓	1812	1813

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and location of academy 1875-8	As given in 1830 list	In- cor.	Opened
12.	New Salem Academy, New Salem	/	1795	1795
16.	Deerfield Academy, Deerfield	/	1797	1799
17.	Milton Academy, Milton	/	1798	
18.	Bridgewater Academy, Bridgewater	/	1799	
19.	Tranaham Academy, Tranaham	/	1799	
20.	Hanover Academy, Hanover	/	1801	
21.	Berkshire (Lenox) Academy, Lenox	/	1803	
22.	Franklin Academy, North Andover	/	1803	
23.	Bradford Academy, Bradford	/	1804	1803
24.	Hanson Academy, Hanson	/	1804	1806
25.	Sandwich Academy, Sandwich	/	1804	
26.	Lynn Academy, Lynn	/	1805	
27.	Day's School, Wrentham	/	1806	
28.	Middlesex Female, Concord	/	1806	
29.	Worcester Female, Worcester	/	1807	
30.	Newburyport Academy, Newburyport	/	1807	
31.	German School Fund, Lincoln	[Not included]	1811	
32.	Friends Academy, New Bedford	/	1815	1815

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and Location of Academy 1875-6 List	As given in 1830 List	In- cor.	Opened
33.	Hopkins Academy, Hadley	✓	1816	1817
34.	Amherst Academy, Amherst	✓	1816	
35.	Salem St. Academy, Boston	✓	1816	
36.	Kingston Academy, Kingston	✓	1816	
37.	Nichols Academy, Dudley	✓	1819	
38.	Billerica Academy, Billerica	✓	1820	
39.	Sanderson Academy, Ashfield	✓	1821	
40.	Lexington Academy, Lexington	✓	1822	
41.	Merrimac Academy, Groveland (Bradford)	✓	1822	
42.	Wesleyan Academy, Wilbraham	✓	1824	1825
43.	Adams Classical School, Quincy	[Not included]	1826	1872
44.	West Brookfield Female Seminary	✓	1826	1829
45.	Hopkins School, Cambridge	[Not included]	1827	1857
46.	Coffin School, Nantucket	[Not included]	1827	1827
47.	Ipswich Female Seminary	✓	1828	1825
48.	South Reading Academy, Wakefield	✓	1828	
49.	Williamstown Academy Williamstown	✓	1828	
50.	Topsfield Academy, Topsfield	✓	1828	

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and Location of Academy 1875-8 List	As given in 1830 List	In- cor.	Opened
33.	Hopkins Academy, Dudley	/	1816	1817
34.	Amherst Academy, Amherst	/	1816	
35.	Salmon St. Academy, Boston	/	1816	
36.	Wilmington Academy, Wilmington	/	1816	
37.	Nichols Academy, Dudley	/	1819	
38.	Ballou's Academy, Billerica	/	1820	
39.	Bentley's Academy, Ashfield	/	1821	
40.	Lexington Academy, Lexington	/	1822	
41.	Westbrook Academy, Groveland (Bradford)	/	1822	
42.	Westeyan Academy, Waltham	/	1824	1825
43.	Adam's Classical School, Quincy	[Not included]	1826	1872
44.	West Brookfield Female Seminary	/	1826	
45.	Hopkins School, Cambridge	[Not included]	1827	1827
46.	Gottin School, Haverhill	[Not included]	1827	1827
47.	Episcopal Female Seminary	/	1828	1828
48.	South Reading Academy, Westfield	/	1828	
49.	Williamstown Academy, Williamstown	/	1828	
50.	Topsheld Academy, Topsheld	/	1828	

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and Location of Academy 1875-6 List	As given in 1830 List	In- cor.	Opened
51.	Haverhill Academy, Haverhill	✓	1828	
52.	Milford Academy, Milford	✓	1828	1828
53.	Weymouth and Braintree Academy, Weymouth	✓ (See Note below)	1828	
54.	Stockbridge Academy, Stockbridge	✓	1828	
55.	Lancaster Academy, Lancaster	✓	1828	
56.	Greenfield Young Ladies School, Greenfield	[See Note I, next page]	1828	1828
57.	Sherburne Academy, Sherburne	✓	1828	
58.	Ipswich Academy, Ipswich	[Not included]	1828	
59.	Partridge Academy, Duxbury	✓	1829	1829
60.	Hanover Academy, Hanover	✓	1829	
61.	Abbot Female Seminary, Andover	✓	1829	1829
62.	Sheldon English and Classical School, Southampton	✓	1829	
63.	Northfield Academy of Useful Knowledge, Northfield	[Not included]	1829	
64.	Round Hill Academy, Northampton	[See Note 2, next page]	1829	
65.	Berkshire Manual Laboratory (Stockbridge High School)	[Not included]	1829	
66.	Gates Academy, Marlborough	✓	1829 [1830]	

ACADEMIES IN MASSACHUSETTS - CONTINUED

1750-1830

No.	Name and Location of Academy 1875-8 List	As Given in 1830 List	In- cor.	Opened
51.	Haverhill Academy, Haverhill	✓	1828	
52.	Milton Academy, Milton	✓	1828	
53.	Weymouth and Weymouth Academy, Weymouth	✓	1828	
54.	Stockbridge Academy, Stockbridge	✓	1828	
55.	Lancaster Academy, Lancaster	✓	1828	
56.	Greenfield Young Ladies School, Greenfield	[See Note 1, next page]	1828	
57.	Sherburne Academy, Sherburne	✓	1828	
58.	Ipswich Academy, Ipswich	[Not included]	1828	
59.	Putnam Academy, Putnam	✓	1829	1829
60.	Hanover Academy, Hanover	✓	1829	
61.	Abbot Female Seminary, Hanover	✓	1829	1829
62.	Sheldon English and Classical School, Southampton	✓	1829	
63.	Northfield Academy of Useful Knowledge, Northfield	[Not included]	1829	
64.	Round Hill Academy, Northampton	[See Note 2, next page]	1829	
65.	Berkshire Manual Laboratory (Stockbridge High School)	[Not included]	1829	
66.	Gates Academy, Marlborough	✓	1829	1829

ACADEMIES IN MASSACHUSETTS - CONTINUED

1760-1830

No.	Name and Location of Academy 1875-6 List	As given in 1830 List	In- cor.	Opened
67.	Chatham Academy, Chatham	✓	1829	
68.	Warren Academy, Woburn	✓	1830	1825
69.	Woodbridge School, South Hadley	[See Note below]	1830	
70.	Newton Female Academy	[Not included]	1830	
71.	Pierce Academy, Middlebo- rough	[See Note 3]	1835	1808

Note 1. Reported as High School in 1830 Report.

Note 2. Reported in 1830 Report as a High School "established after the model of the German Gymnasia."

Note 3. Reported in 1830 as Middleboro Academy, incorporated in 1829. According to the account in the Fortieth Annual Report (p. 297), "Peirce Academy" was called "Middleboro Academy" during a part of its early history.

until January 31, 1799 when an act was passed incorporating the trustees of the Grammar School in the westerly part of Roxbury, and for a half a century afterwards the Free School was conducted like any other incorporated Academy.³⁷ As a local school it lacked the breadth of an Academy, and the intimate and enthusiastic spirit. It is a better example of the best Grammar Schools. The 1830 report did not include it.

2. Of like nature is the High School, Jamaica Plain.

³⁷ Henry Barnard, Journal of Education, Vol. XXVII (1877), p. 126.

ACADEMIES IN MASSACHUSETTS - CONTINUED

1700-1830

No.	Name and location of academy 1830-1831	As given in 1830 list	In- cor.	Opened
57.	Chatham Academy, Chatham	✓	1829	
58.	Warren Academy, Warren	✓	1830	1825
59.	Woodbridge School, South Hadley	[See Note below]	1830	
60.	Newton Female Academy	[Not included]	1830	
61.	Pierce Academy, Middleboro- rough	[See Note 3]	1832	1808

Note 1. Reported as High School in 1830 Report.
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 dleboro Academy" during a part of its early history.

With these lists as tentative, a study of individual Academies was carried on, for the formulation of "An Approved List". Whether to include a school or not in such a list, was usually fairly easy. At times, however, the decision was difficult, and had to be made ^{by} weighing ^{the characteristics of} the features exhibited. Moreover the spirit which seemed to be manifested was considered in these cases. All the Academies of the 1875-6 list were approved, save seven. These ^{seven} are:

1. The Latin School, Boston Highlands (Roxbury). Its existence from 1645 as a Grammar School for the children of the community, gives evidence of worth. Its story reveals how anxious the better educated and more favorably situated were to give their children a Secondary Education. Though incorporated in 1670 as a Grammar School, it was re-incorporated January 21, 1789. In Barnard's Journal of Education a writer states "The Free School was continued under this act [of 1670] until January 21, 1789 when an act was passed incorporating the trustees of the Grammar School in the easterly part of Roxbury, and for a half a century afterwards the Free School was conducted like any other incorporated Academy."³⁷ As a local school it lacked the breadth of an Academy, and the intimate and enthusiastic spirit. It is a better example of the best Grammar Schools. The 1830 report did not include it.

2. Of like nature is the Eliot School, Jamaica Plain,

³⁷ Henry Barnard, Journal of Education, Vol. XXVII (1877), p. 126.

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incorporated in 1690, opened in 1691. This school was not included in the 1830 report.

3. The Berkshire Manual Training Laboratory at Stockbridge was apparently a special school. In the 1830 report it was called Stockbridge High School.

4. The Woodbridge School of South Hadley, incorporated early enough in 1830 to be included as a "High School" in the 1830 report was perhaps one of the more ambitious private schools. South Hadley already was interested in its Hopkins School -- a popular well supported Academy.

The following is the only direct reference found to the Woodbridge School: "A Mr. Woodbridge and Rev. David N. Austin were Associate Principals of this school for a few years. It was defunct before the Female Seminary was established."³⁸

5. Ipswich Academy, incorporated 1828. As two other Academies were prominent in Ipswich, this one seems to have had no notice whatever, and is not included in the 1830 report.

6. Plymouth Academy, incorporated 1793, did not exist before 1830. It was to be established as a County Academy, according to a later arrangement, and it may be that the Bridgewater Academy incorporated in 1799, designated as the County Academy, may have fulfilled the desires of Plymouth County.

³⁸ Fortieth Annual Report, Massachusetts Board of Education, p. 342.

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7. Kingston Academy, apparently incorporated in 1816, is listed here as no trace has been found of it.

Though these schools are to be omitted from the "Approved List", a study of them is important in that they are a part of the general educational background of the day.

To the lists of 1830 and 1875-6 there are here added three schools which will be treated along with the others, in Chapter IV of this dissertation. These are:

1. The Berkshire Gymnasium, located in Pittsfield, incorporated in 1829.

2. Mount Pleasant Classical School, opened in 1825 -- perhaps not incorporated, and hence not included in the 1875-6 list.

3. Stow Academy, of Stow opened in 1823, possessed of a strong spirit, though not incorporated before 1830.

B. The "Approved List", that is, the list approved by this investigator, then includes sixty-seven Academies, and is given herewith, arranged alphabetically, according to school names.

Abington Academy, Abington
 Andover Academy, Andover
 Barnstable Academy, Barnstable
 Barrington Academy, Barrington
 Middlesex Female Academy, Concord
 Milford Academy, Milford
 Milton Academy, Milton
 Monson Academy, Monson
 Mt. Pleasant Classical Institute, Ashcroft
 Nantucket Academy, Nantucket
 Newburyport Academy, Newburyport
 New Salem Academy, New Salem
 Newton Female Academy, Newton
 Nichols Academy, Dudley

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TABLE III

APPROVED LIST OF ACADEMIES

39

Abbot Female Seminary, Andover
 Adams Academy, Quincy
 Amherst Academy, Amherst
 Berkshire (Lenox) Academy, Lenox
 Berkshire Gymnasium, Pittsfield
 Billerica Academy, Billerica
 Bradford Academy, Bradford
 Bridgewater Academy, Bridgewater
 Bristol Academy, Taunton
 Chatham Academy, Chatham
 Coffin School, Nantucket
 Day's School, Wrentham
 Deerfield Academy, Deerfield
 Derby Academy, Hingham
 Dummer Academy, South Byfield
 Framingham Academy, Framingham
 Franklin Academy, North Andover
 Friends Academy, New Bedford
 Gates Academy, Marlborough
 Grammar School Fund, Lincoln
 Greenfield Young Ladies School
 Hanover Academy, Hanover
 Haverhill Academy, Haverhill
 Hopkins Academy, South Hadley
 Hopkins School, Cambridge
 Ipswich Female Seminary
 Ipswich Grammar School
 Lancaster Academy, Lancaster
 Lawrence Academy, Groton
 Leicester Academy, Leicester
 Lexington Academy, Lexington
 Lynn Academy, Lynn
 Marblehead Academy, Marblehead
 Merrimack Academy, East Bradford (Groveland)
 Middlesex Female Academy, Concord
 Milford Academy, Milford
 Milton Academy, Milton
 Monson Academy, Monson
 Mt. Pleasant Classical Institute, Amherst
 Nantucket Academy, Nantucket
 Newburyport Academy, Newburyport
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 Abbot Female Seminary, Andover

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TABLE III

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Northfield Academy of Useful Knowledge, Northfield
 Partridge Academy, Duxbury
 Pierce Academy, Middleborough
 Phillips Academy, Andover
 Pittsfield Female Academy, Pittsfield
 Round Hill School, Northampton
 Salem St. Academy, Boston
 Sanderson Academy, Ashfield
 Sandwich Academy, Sandwich
 Sheldon English and Classical School, Southampton
 Sherburne Academy, Sherburne
 Stockbridge Academy, Stockbridge
 Stow Academy, Stow
 Topsfield Academy, Topsfield
 Wakefield (South Reading) Academy, Wakefield
 Warren Academy, Woburn
 Wesleyan Academy, Wilbraham
 West Brookfield Female Seminary, West Brookfield
 Westfield Academy, Westfield
 Westford Academy, Westford
 Weymouth and Braintree Academy, Weymouth
 Williamstown Academy, Williamstown
 Williamstown Free School, Williamstown

Academies. The more important of these, used in this investigation, are:

1. Correspondence of the Founders of Academies
2. Contemporary Journals and Newspapers
3. Dedictory Sermons and Prayers
4. Catalogues of the Academies, particularly of the earlier years
5. Printed circulars explaining purposes and outlining curricula
6. Speeches and correspondence of early headmasters
7. Diaries
8. Lists of Books in School libraries, in related libraries. Books quoted.
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III BASIC MATERIALS

The materials that are basic in this dissertation are not limited to those emanating directly from the Academies themselves. Education is a phase of life. Records (manuscript or printed) of community celebrations and events, of town meetings and incidents, personal correspondence, journals, newspapers, and the stories of community life found recorded anywhere may throw light on the story and the educational philosophy of the Academy movement. The basic materials therefore may contribute either to the "Background Study" or to the study of the founding and the performance of particular Academies. The more important of these, used in this investigation, are:

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11. School and Town Histories

12. Friendly correspondence of interested individuals

IV METHODS OF DISCOVERING THESE MATERIALS

The discovery of these source materials was a time-consuming task. An investigation of materials at hand in some of the Academies, and an examination of card indexes at prominent libraries and Historical Societies showed plainly that the more economical and rewarding search could be carried on in the libraries and Historical Societies. Into those institutions materials of importance had found their way. The early years of the Academies were ^{too} full of uncertainties and struggles to leave in the Academies the records of their days. But much of the material just listed (Section III above) has been gathered by Historical Societies, and there is often left un-catalogued, deposited in piles by Towns, awaiting time and money for systematic sorting. Manuscripts and even printed materials without name, signature, date, or place indicated were found, bearing on the educational outlook of some Academy. Among the better known institutions visited may be mentioned The Boston Public Library both its general and its Special Libraries, the Essex Institute in Salem -- its library and manuscript rooms --, The American Antiquarian Society in Worcester, the Massachusetts Historical Society in Boston, the Educational Collections and "Treasure Rooms" at

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the Widener Library of Harvard University, Boston University School of Education Library, the Boston Athenaeum, the Congregational Library and Historical Collection, the New England Baptist Library in Boston, the Library at the Andover-Newton Theological Institute at Newton Center and the State Library at the Boston State House. At these institutions uniform interest and helpfulness were shown. At Academies, Dr. Claude Fuess of Phillips in Andover, whose historical writings concern the field of the Academies, and Miss Jane Carpenter, Alumni Secretary of Abbot Seminary in Andover pointed out valuable and significant materials.

In attempting to locate these materials, it became evident that an appalling amount, known to have existed, has either been destroyed or has not yet found its way into the Historical Collections of Societies, libraries and Academies.

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With some materials at hand, the methods of dealing with them was another difficult question. A certain amount of materials had to be scanned and studied before a technique could be developed. "Background" materials wherever found were summarized, copied or photostated as the case seemed to justify. In the particular study of each of the sixty-seven Academies, the method adopted followed, on the whole, this pattern:-

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pattern:-

1. Culling from Town and School histories, the main facts of the founding of the Academy and its history up to or a little beyond 1830. Then
2. Scanning catalogues for individual characteristics.
3. Taking from available speeches and writings, both of Trustees and Masters, significant paragraphs.
4. Looking over newspapers, especially the various advertisements concerned with the school.
5. Copying striking and important items from a vast amount of miscellaneous printed and manuscript materials.

The culled materials recorded on cards, were filed with duplicates or cross references, such as the Articles of incorporations, the make-up and content of catalogues, the newspaper advertisements, were copied or photo-stated. Unusual wordings and important changes were constantly watched for and noted. The materials deemed important were then sorted. Since this dissertation is an historical investigation of the rise, and philosophic features, of the Academy movement, it seeks to present these accurately, and to point out some further investigations which are important.

From this investigation the "roots" of the Academy movement have been recorded. The second stage must now be entered upon. The American educational conditions and the life and philosophy of the American people in which the Academy became rooted, and from which it developed its indigenous traits.

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CHAPTER III

BACKGROUND STUDIES

I PHILOSOPHICAL ASPECTS OF THE PERIOD, OF IMPORTANCE TO EDUCATION

A. An American Incarnation. No better American incarnation of the spirit of the Eighteenth century can be found than Benjamin Franklin. He expresses its break with tradition, its curiosity, its urbanity, its democracy, its restlessness. He may have lacked in one respect -- its confusions. For this research, Franklin is a fortunate incarnation of the Eighteenth Century spirit -- he was definitely linked up with the educational movements of the time; he was a New Englander "of the dispersion"; he was a "foster father" of the Academy movement. In one more particular he is a significant exponent of the background philosophy of the Eighteenth Century in America. His energy was responsible for the establishment of an interpreting organ -- The American Philosophical Society. In 1727, Franklin and his friends formed the "Junto", and in 1743 he organized the American Philosophical Society. But in 1769 through the union of these two, the real service of the Philosophical Society began. "Everything that had to do with the furtherance of human happiness was considered an interest of this organization."¹ More than six hundred and fifty of

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the greatest minds of America and Europe had become members of the Philosophical Society before 1800. The organization was not merely an association of agreeable, learned men. It had an aggressive, missionary spirit. In two particulars this may be noted here: in governmental conceptions and ideas concerning education. "There can be no doubt that the American Philosophical Society was one of the instruments that helped to give to America the philosophy of revolution."² Once the new government was launched, the members set to work to aid it. "It was in line with this view of its relation to the new government that there was offered by the Society a prize for 'the best system of liberal education, and literary instruction, adapted to the genius of the government of the United States, comprehending also a plan for instructing and conducting public schools in this country on principles of the most extensive utility.'"³ Having the record of much of the activity of this organization, many of its utterances, its two published plans on National Education, and the independent publications of other men, some members, who were stimulated to think along the lines of American Education, evidently much background material is at hand.

¹ Allen O. Hansen, Liberalism and American Education in the Eighteenth Century (New York: Macmillan Co., 1926), p. 106. Fundamental in this study is this valuable volume. Conclusions formed in this dissertation are not necessarily those formed in Hansen's volume. Indeed some of them go far afield from his discussions.

² Ibid., p. 169.

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B. Some Philosophical Ideas. It may be well to recall that while American pioneering conditions and seemingly unlimited territory and opportunity provided fuel for the flame of Liberalism, the fire had its origin in Europe. The philosophy of the Enlightenment -- reason--, combined with Rousseau's philosophy of passion, to liberalize both head and heart, and break the moulds of human thought and behaviour, both individual and social. The emphasis changed from other-worldliness to present-worldliness. In 1762 Rousseau published his Emile, in which the education of youth was conceived as one according to nature and according to the specious moment. In that same year, Charles Wesley, the singing revivalist of both continents, having caught the identical emphasis wrote a stanza in one of his songs emphasizing religion's interest in the present:

"To serve the present age, my calling to fulfil,
Oh may it all my powers engage to do my
Master's will."

This emphasis on the present served to give an utilitarian bias to life's activities. In education, it finds expression in the movement away from the classical studies, and a desire to make education "practical". To be sure, Milton had long before emphasized the practical but he sought "practical information" in the writings of the Greeks and Romans. The Eighteenth Century, passing by the classics, sought the practical in the scientific studies of the day.

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The new democratic emphasis of the liberal movement in Europe exalted the individual. Its stress, the "indefinite

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perfectibility" of man, came to mean, of men. Individuals, not kings or ecclesiastical rulers or institutions, were to be served. Man must have an opportunity to realize his individuality -- his own perfectibility. For education, this meant an extension of its privileges to include the *οἱ πολλοί*; the liberalizing of the curriculum and the development of new institutions to fit the possibilities of the new clientele. In attempting to explain the phenomenal growth of the American Academies, this philosophy -- the perfectibility of man --, or at least its democratic corrolary -- equal opportunity for all to develop their own abilities -- should have consideration. European educational reformers too affected by the same philosophies, as for instance, Rousseau, Pestalozzi, Froebel, Fellenberg, Basedow, coming into prominence, accelerated the American Educational movements, through America's literary dependence upon Europe.

2. The rapid spread of the Eighteenth Century revolutionary philosophy was in a large measure due to Thomas Paine. Allen O. Hansen summarizes Thomas Paine's connection with the Colonies as follows:

The separation from England has been dated from the publication of Common Sense by Thomas Paine, early in 1776. Until that time the principal aim of the Colonists had been a modification of the policy of England toward the American Colonies. Some of the American patriots such as Otis and John Adams had stood for separation before this, but it took the popular presentation of this question as it was given in Common Sense to win a sufficient support for a declaration of independence.

Because of his revolutionary principles and his genius for expressing them, Thomas Paine was brought to America

perfectibility of man, came to mean, of men. Individuals, not kings or ecclesiastical rulers or institutions, were to be served. Man must have an opportunity to realize his individuality -- his own perfectibility. For education, this meant an extension of its privileges to include the *de Witt*; the liberalizing of the curriculum and the development of new institutions to fit the possibilities of the new clientele. In attempting to explain the phenomenal growth of the American Academies, this philosophy -- the perfectibility of man -- or at least its democratic corollary -- equal opportunity for all to develop their own abilities -- should have consideration. European educational reformers too affected by the same philosophies, as for instance, Rousseau, Pestalozzi, Froebel, Fellenberg, Basedow, coming into prominence, accelerated the American Educational movements, through America's literary dependence upon Europe.

2. The rapid spread of the Eighteenth Century revolutionary philosophy was in a large measure due to Thomas Paine. Allen C. Hansen summarizes Thomas Paine's connection with the Colonies as follows:

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by Benjamin Franklin to be the pamphleteer of the American Revolution. His essays were written by the Campfires of the Revolutionary army and were read to all of the soldiers by the order of Washington. . . . He was made in fact, the master teacher of the American nation in the principles of democracy.⁵

He contended for "the natural basis of Society", "the people as the source of power", "the inalienable rights of life, liberty, and happiness", the "control of reason", in place of "tradition and authority", the "mutibility and perfectibility of institutions". At the close of the war, prominent leaders began to look at education as the means to perpetuate their democratic conceptions. Though the American public was not thoroughly awakened to this need, scores of individuals had begun discussing it. Some advocated a "rigid system of indoctrination"; others urged the development of a scientific attitude, and open-mindedness to experimentation. In the discussion the civic aim of education outdistanted the religious. Moreover, an education to perpetuate new political freedom, must itself partake of the nature of liberalism.

C. Suggested National Systems of Education. The new national Constitution had left education in the hands of each state. While it was a policy of Laissez-faire, it was the only policy which could have won general approval. Mention has already been made of the prize offered by the American

⁵ Ibid., pp. 22, 23.

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Philosophical Society for the best plan for a system of education to be established in the new country. Many plans were submitted. Two tied for the first prize: Samuel Knox, and Samuel H. Smith.

1. Some features of the plan submitted by Samuel Knox were these:⁶

A two fold objective: Improvement of the mind, and attainment of arts on which society depends.

Education considered as growth, i.e. "indefinite perfectibility".

Respect for personality.

Public rather than private education.

Separation of church and state in the educational function.

County Academies into which a child may enter at thirteen years of age.

2. When Samuel H. Smith presented his plan, he was in attendance at the University of Pennsylvania. He had been an eager student of Quintilian, Bacon, Milton, Locke, and Rousseau.

Aims of education should be: utility, virtuous action, wisdom.

Public rather than private education.

Female education expedient but not necessary.

3. In 1786 Benjamin Rush of Philadelphia, a member of the Philosophical Society produced a plan of education entitled: "Thoughts upon the mode of education proper in a Republic." His curriculum included the simple branches in

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the first eight grades. During the years twelve to fourteen he would emphasize, mathematics, natural history, geography, German, French, Christian Evidences, history for culture. Young men should be made by education into "republican machines". Women should be educated in citizenship. Rush believed that even amusements may educate for democracy, and therefore should be directed by educational forces. He was bitterly opposed to learning Latin and Greek. In discussing the wealth of our natural resources, he said "Under these circumstances to spend four or five years in learning two dead languages is to turn our backs upon a gold mine, in order to amuse ourselves catching butterflies."⁷

4. Robert Coram, in his plan published in 1791 was concerned with developing a tax supported national system of education available to all alike -- the government owes to each child an education which will give him means for independence.

5. James Sullivan who had been Governor of Massachusetts and was the first president of the Massachusetts Historical Society, was alarmed at the disrupting influences still at work in 1791. He thought the national government should provide universal opportunity for education. Research needs to be made as to the basis of happiness. Education

7 A. O. Hansen, Op. cit., pp. 52, 53 for extended quotation and discussion.

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7. DuPont de Nemours likewise thought that America was favorable to "broad education, if not to high culture",⁸ yet nevertheless the ones who give evidence of genius should be especially nurtured. DuPont had been influenced by Turgot.

8. In 1797 Lafitte du Courteil of the Academy of Bordentown, Pennsylvania offered a plan which included State control and general taxation.

9. Because of his connections with Amherst Academy and other schools in the western part of Massachusetts, Noah Webster (1758-1843) was an important educational voice. His utterances revealed his interests 1) in forming a distinctive American character, 2) in creating a consistent National Tongue, 3) in working out a humane political philosophy, 4) in creating a flexible institutional control as a means for the realization of humanitarian ideals, and 5) in establishing a system of education. He was read in the philosophy of Plato, Rousseau and others; and had met and

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II THE RELIGIOUS, SOCIAL, POLITICAL NEEDS AND

IDEALS OF THE PEOPLE

A. An Age of Conflicting Viewpoints. A strange mixture of the old rigidity of life and the new experimentalism was evidenced in the social, political and religious activities of the people. The motto printed under the head line of the Essex Gazette, Salem, beginning publication on August 2, 1768, is indicative of this "mixed situation". That motto read

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A similar illustration is found in the 1789 edition of The American Geography by Jedidiah Morse. This was a geography purporting to be interested in practical information. However, it opened with a discussion of Astronomical Geography. The old was carried on simultaneously with the new developed through revolutions -- industrial, political, and scientific. Startling "modern" inventions appeared along side with medieval customs. Moderation in accepting the new was counselled by warning voices. The departures from old religious and political affiliations were condemned as well as commended. Voices calling for discrimination were being raised.¹⁰

B. The secularization of life was going on at a startling rate and must be taken into account briefly in this discussion of background. Dr. Ellwood Cubberly dates the secularization of education from "about the middle of the

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eighteenth century" though he acknowledges it had gained momentum in certain places before that. He says "They now advanced the idea that schools were essentially civil affairs, the purpose of which should be to promote the everyday interests of society and the welfare of the State rather than the welfare of the Church, and to prepare for a life here rather than a life hereafter."¹¹ This secularization was, however, a life movement, not merely one in the educational field. It continued to ebb and flow throughout the whole period under consideration. Incidental aspects of the secularization are everywhere found, as for instance this item printed in a Salem paper, March 17, 1813: "a correspondent would enquire why are the ministers denied a vote in the choice of police officers",¹² and the argument which follows. The obverse side of the same movement is dramatically illustrated in the appeals for young men to prepare well for the Gospel Ministry, and in appeals for money to aid in the work. Among the many voices raised is that of Eliphalet Pearson, first headmaster of Phillips Academy, Andover. On November 27, 1811 in his speech before "The Massachusetts Society for Promoting Christian Knowledge", he argued

While we pray for the dark places of the earth, which are full of the habitations of cruelty, let us not forget that regions long since enlightened by the sun of

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and he pointed to American needs. His conviction increases, for in 1815 in his "Sermon before the American Society for the Education of Pious Youths for the Gospel Ministry" he states:

That the following statement may be rightly understood let it be premised, that by educated ministers such are intended whether episcopal, presbyterian, congregational, or baptist of the old school [note the lack of capitals in the Denominational names] as have received a liberal college education, and that under existing circumstances, one thousand souls are a sufficient charge for one minister.

From the report of missionaries, especially instructed in this subject, that in the nine western States and Territories, viz. Louisiana, Kentucky, Tennessee, Ohio, Mississippi, Indiana, Missouri, Illinois, and Michigan containing 1,078,815 souls, there are but 116 ministers of public education [i.e. educated]; leaving at the rate of one minister to one thousand souls, 962,309 of the inhabitants destitute of a regular ministry.¹⁴

If Eliphalet Pearson, had had experience in the wide stretches of the "western" states, he would not have assigned one thousand souls to a minister and his case would have been stronger yet. The Educational Societies, such as "Plymouth County Educational Society"¹⁵ and "The Education Society of Boston and its Vicinity Instituted May 19, 1825"¹⁶, were interested wholly in the education of young men for the Ministry.

¹³ Printed Address (Cambridge: Hilliard and Metcalf, 1811), p. 27.

¹⁴ Printed Address (Andover: Flagg and Gould, 1815), p. 13.

¹⁵ Manuscript records for 1811 to 1838 at Congregational Library, Boston.

¹⁶ See next page.

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C. Among popular institutions, of interest in this study, are the "Social Libraries" and the "Debating Clubs". Manuscript records of the former¹⁷ give the lists of books, together with financial accounts of the library with borrowers. Into one¹⁸ is copied the State Library Statute of Massachusetts, 1805 entitled "An Act to Enable the Proprietors of Social Libraries to Manage the Same".

Debating clubs were numerous. They consisted of a half dozen or more young men interested in the burning questions of the day. They often met weekly. Such a one was in existence in Newburyport, Massachusetts in 1823. It was called "The Declaiming and Debating Club of Newburyport, Massachusetts".¹⁹ On February 8, 1813 the question was debated "Is the Invention of Printing injurious to the morals of a country?" and was decided in the negative. But on February 13, the question "Is the reading of novels injurious to the morals of youth?" was decided in the affirmative. The following is the complete "Minute" of the meeting of the next

¹⁶ Manuscript Records at Congregational Library, Boston. A young man, Ray Palmer, was aided so that he could attend Yale in the Fall of 1826. This maybe the Ray Palmer who was graduated from Phillips Academy, 1826, later author of the hymn "My Faith Looks Up to Thee".

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week on February 20:-

At a meeting held at Edward S. Road's Esq., voted to accept William P. Johnson and Jacob Stone as members of this club, and that Samuel Cutler Jr. be a committee to inform them of their admission. The question, Had the Theatre been injurious to the morals of youth? was argued and decided in the negative. The question, Have Wars been beneficial to mankind? was chosen for discussion. Disputants: Affirmative, Samuel Cutler Jr., Seth Sweetser Jr., and H. N. Wood. Negative, E. C. Rand Jr., D. J. Merrill, and I. L. Wourt.

Evidently the question of "Novels" was settled in accordance with the public mind on the subject (despite the popularity of Robinson Crusoe). In Youths Almanac²⁰ for 1830, a miniature volume, is the following from "Dick's Philosophy of Religion":-

Novels. - To affirm that it is necessary for the entertainment of the human mind to have recourse to fictitious scenes and narratives, and to the wild vagaries of an unbridled imagination, is, in effect to throw a reflection upon the plans and the conduct of the Creator. It implies that in the scenes of nature which surround us, both in the heavens and on the earth, and in the administrations of his moral government among men, God has not produced a sufficient variety of interesting objects for the contemplation, the instruction, and the entertainment of the human race.

Other social institutions found a place in the community. An historian of 1830 records that his town had a Debating Society, A Social Library, a Lyceum, and a Sunday School.²¹

But it was largely in theory that the New was given place. The Old was still customary in practice.

²⁰ Bound with other materials at Boston Athenaeum.

²¹ William Biglow, History of Sherburne (Milford: Ballou and Stacy, 1830), p. 14.

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The youth growing up between 1800 and 1830 were indeed exhilarated by the breaking of barriers to thought and the wide new world of speculation; but the discipline of Calvinism was left with its social order and habits of orthodoxy. However wild the views accepted, the habits of the newly liberated stood in this generation comparatively unchanged, and as this movement centered in the intellectual middle class, these were habits of "plain living and high thinking".²²

These "new minds" as the same author²³ denominates the liberalizing philosophies "buffeted the fortresses of old habits and ideas, and then in 1829 with the elevation of Andrew Jackson to the first office in the land, they gained full sweep". It was still a period in New England of the "town common with church, town hall and Academy", and houses much like those of the farms with good sized yards. Epidemics of small pox and infant diseases were rampant and uncontrolled. New voices however were pointing accusing fingers at the Old, linking hope with the New.

III THE LATIN GRAMMAR SCHOOLS

A. To serve such an age there existed officially in Secondary Education, the Latin Grammar School, compulsory for communities of certain sizes. This school along with a few English Grammar Schools, represented in Massachusetts, the regularly established "public education" higher than elementary and lower than college. As to the beginnings of the

²² Carl R. Fish, The Rise of the Common Man (New York: Macmillan Co., 1927), p. 252.

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Latin Grammar School, its initial spread, and its type -- important here in that the School kept its original character up to the days of its "decline" --, E. D. Grizzell provides the following study:

The movement probably began with the town of Boston on the thirteenth of the Second month in 1635 when it was voted in town meeting "that our brother Philemon Pormort shall be entreated to become scholemaster for the teaching and nourtering of children with us". There is no record that the school was established but in August of the following year a meeting of the "richer inhabitants" was held at which a subscription was taken for the support of a schoolmaster, Mr. Daniel Maud. This was not strictly a school with public support, and the first record of public support for schools in Boston was the setting apart of Deer Island in 1641

Within a decade after these beginnings in Boston at least eight other Latin Grammar Schools were established in New England. Here belong Charlestown (1636), Salem (1637), Dorchester (1639), New Haven (1639), Hartford (1639), Cambridge (1640 or 1643), Roxbury (1645), and Braintree (1645 or 1646). There is some evidence that Ipswich, Dedham, and Newbury, Massachusetts, Guilford, Connecticut and Newport, Rhode Island had established Latin Grammar Schools in this early period. These schools all belonged to the same general type but they varied greatly as to control and support.²⁴

That "general type" was the old Grammar School of England, the "public School" in which many of the leaders of early New England had been educated. It was the school they knew.

The Latin Grammar School was a ready-made institution imported and transplanted to a new continent. During the first generation of its American life, it was among its own people, those whom it had trained for service and leadership in an old world.²⁵

²⁴ E. D. Grizzell, The Origin and Development of the High School in New England Before 1865 (New York: Macmillan Co., 1923), pp. 4, 5.

²⁵ Ibid., p. 3.

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The historian of the Boston Latin School writing for Barnard's Journal of Education while recognizing the uncertainty of the exact date of its first performance, and the name of the first actual teacher, nevertheless is sure that the school "was the lineal descendant of the old Free Schole or Grammar School, or Latin Grammar School of England -- the connecting link between the public schools (in the original use of the term) of the Old and New England -- the hearthstones of classical learning in both countries".²⁶ Even as late as 1670 the education of the Master of the Boston Latin Grammar School reached back to England. In that year its great influential Master, Ezekiel Cheever took charge. Born in England, educated in St. Paul's School there, he was an influential living link with the Old Country Latin School.

B. Latin Grammar School Offerings. It is not strange then that the New England Latin Grammar School was narrow in its clientele and in its curriculum. It offered a classical education to boys "of the better parts", capable of adhering to the strict Latin and Greek studies, destined for a very few vocations such as the ministry, the medical and the legal professions. No provision was made for the average boy and none at all for girls. It was definitely intended to be a preparatory school for the colleges. The following statement appears in the old New England's First Fruits:

²⁶ Henry Barnard, Journal of Education, Volume XXVII (1877), pp. 65, 66.

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²⁰ Henry Barnard, Journal of Education, Volume XXVII (1877), pp. 65, 66.

And by the side of the Colledge a faire Grammar School for the training up of young schollars, and fitting of them for academical learning that still as they are judged ripe they may be received into the Colledge of this schoole.

The law of 1647, generally known as "Old Deluder Law" made the establishment of this school obligatory to communities of one hundred householders. By the same law it became a school both to prepare for college and through it service in church and state.

Very little is known specifically as to the curriculum of the early Latin Grammar School. However it is known to have had at its core Latin and Greek. As a college entrance school, also, the curriculum may be surmised:

Throughout the seventeenth and eighteenth centuries the curriculum of the Secondary School [Latin Grammar School] was determined chiefly by the college entrance requirements. In 1643, Harvard College established the following standards of admission:

'When any Schollar is able to understand Tully or such classical Latine Author extempore, and make and speake true Latine in Verse and Prose, suo ut aiunt Marte; and decline perfectly the Paradigms of Nounes and Verbes in the Greek tongue: Let him then and not before be capable of admission into the Colledge.'

The entrance requirements adopted by Yale in 1745 reveal the continued influence of the college a century later. They were stated as follows:

'That none may expect to be admitted into this college unless upon examination of the President and Tutors, they shall be found able extempore to Read, Construe, and Parce Tully, Virgil, and the Greek Testament; and to write True Latin in Prose and to understand the Rules of Prosodia, and Common Arithmetic and shall bring sufficient testimony of his blameless and inoffensive Life.'²⁷

²⁷ E. D. Grizzell, op. cit., pp. 13, 14.

And by the aid of the College a fair Grammar School for the training up of young scholars, and fitting of them for academic learning that still as they are judged ripe they may be received into the College of this school.

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The entrance requirements adopted by Yale in 1742 reveal the continued influence of the college a century later. They were stated as follows: 'That none may expect to be admitted into this college unless upon examination of the President and Tutors, they shall be found able extempore to Read, Construe, and Paraphrase, Virgil, and the Greek Testament; and to write True Latin in Prose and to understand the Rules of Prosody, and Common Arithmetic and shall bring sufficient testimony of his blameless and inoffensive Life.'

The earliest complete curriculum intact is that of the Boston Latin Grammar School adopted in 1789. It is still after a century and a half of existence a Latin and Greek school. It is given herewith.²⁸

First Class: Cheever's Accidence. Corderius's Colloquies

-- Latin and English. Nomenclator, Alsop's Fables --

Latin and English. Ward's Latin Grammar or Eutropius.

Second Class: Clark's Introduction -- Latin and English.

Ward's Latin Grammar. Eutropius continued. Selectae

e Veteri Testamento Historiae or Castilio's Dialogues.

The making of Latin from Garretson's exercises.

Third Class: Caesar's Commentaries. Tully's Epistles, or

Offices. Ovid's Metamorphoses. Virgil. Greek Grammar.

The making of Latin from King's History of the Heathen

Gods.

Fourth Class: Virgil continued. Tully's Orations. Greek

Testament. Horace. Homer. Gradus and Parnassum.

The making of Latin continued.

C. The Fortunes of the Latin Grammar Schools. Roughly, the seventeenth century represents the ascendancy of the Latin Grammar School while the eighteenth its decline. In its first phase it spread throughout New England, in its second, both its popularity waned, and the laws requiring it, reflecting this, became more lenient. The school lost its popularity gradually as the older generations died out, as the old ties with England slipped, and as imitation gave way to protest and to new non-European methods of life. Where originally it was required that towns of one hundred families establish a Latin Grammar School, in 1789 the requirement was lifted to two hundred families, and in 1824 to 5,000 inhabitants

²⁸ Ibid., pp. 13, 14. Credited by the author to Catalogue of Boston Latin Grammar School p. 286 ff.

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or more. The law of 1789 released one hundred and twenty towns, leaving one hundred and ten under the obligation. The law of February 18, 1824, at a time when 172 towns should have employed a "master competent to instruct in Latin and Greek", released all but seven, which according to an historian of education²⁹ were the commercial cities -- Boston, Charlestown, Salem, Marblehead, Gloucester, Newburyport, and Nantucket. Moreover, he states "In the Roxbury school in 1770, eighty-five pupils, but nine were studying Latin, and in Newburyport at a later period, there were but five Latiners in a school of sixty children."

From the side of administration, the Latin School suffered with the advent of the District system, and its legalization near the close of the eighteenth century. This system often became the "moving school". With elementary education being conducted in "moving schools", Secondary Education, in order to likewise serve the districts at a minimum expense frequently adopted that same expedient. With this in mind one can reconstruct the situation at Framingham behind the following "minute" from its official records of May 10, 1790:

Voted that a grammar master be immediately engaged for twelve months, and keep school as follows: one month in each of the districts; and no scholar to be sent

²⁹ George H. Martin, The Evolution of the Massachusetts Public School System (New York: D. Appleton and Co., 1894), p. 115 ff.

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from one district to another, except those that study English, Grammar, or the Greek and Latin Languages. The remaining four months the grammar school to be kept in the Center. \$70 was granted for the support of the schools.³⁰

The following concerns the schools in Kingston in 1815.

The town maintains one grammar school the year round at four school houses, in different quarters of the town with a permanent master who has a salary of \$400 per year; and an English School about six months.³¹

John Adams, later president of the United States, was master of Grammar Schools in Worcester in 1755-58. In his diary for 1756 he states: "Engaged to keep school at Bristol, provided Worcester people at the ensuing March meeting should change this into a moving school, not otherwise."³²

But even before these disturbing conditions, the Latin Grammar School was inefficient as a college preparatory school save in the few schools located near Harvard -- Boston, Cambridge, Roxbury, Charlestown. Otherwise "the list of Harvard graduates from 1644-1700 shows that some towns credited with Grammar Schools did not send a single student to the college while other towns, for instance, Salisbury, Plymouth in 1646, Dedham, Ipswich and Concord, even before their schools were established sent students evidently prepared by the ministers of the towns".³³ The real and lasting service of the Latin Grammar School in guaranteeing church and state

³⁰ Josiah H. Temple, History of Framingham (Published by the town, 1887), p. 408.

³¹ Collections of Massachusetts Historical Society, 1815 p. 215.

³² Walter H. Small, Early New England Schools (Boston: Ginn and Co., 1914), p. 43.

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32 Walter H. Small, Early New England Schools (Boston: Ginn and Co., 1914), p. 43.
33 Ibid., p. 31.

leadership, however, justified its existence in the first century.

D. Modified Grammar Schools. With the rapidly changing conditions beginning in the decades just before the Revolutionary War, other Grammar Schools arose, frequently publicly sponsored, and often known as The English Grammar Schools. Only incidentally concerned with college preparation, these schools served a need of the hour -- "preparation for life". An investigator³⁴ calls attention to the existence of these schools with "liberal" curricula in New York, Philadelphia, and elsewhere as early as 1732, often privately instituted. In New England these schools were frequently town schools. In a Salem paper, beginning Saturday February Sixth and continuing in a number of succeeding editions, the following advertisement appeared.

Wanted

A Gentleman well qualified to instruct a school in English Grammar, Arithmetic, Writing, etc. Application to be made before the first day of March 1813 to Rev. Samuel Dana.

Per Order of the School Committee
Isaac Story Jr. Clerk³⁵

Marblehead

For this type of school the elementary school prepared. In a School Register³⁶ for Newburyport Lancasterian (Primary) Schools the following entrees reveal something of the Grammar

³⁴ Robert F. Seybolt, Source Studies in American Colonial Education (University of Illinois bulletin # 28), pp. 96 ff.

³⁵ Salem Register, February 6, 1813.

³⁶ Lancasterian School Register (MS), Newburyport Schools, for 1832-36.

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³⁶ Lancasterian School Register (MS), Newburyport Schools, 1812-13.

School entrance requirements:

Extract of a Vote.

May 28, 1821.

By a vote of the school committee those scholars who intend to enter the Grammar School are to be examined by a committee and are to enter only on the first Mondays of June, September.

From order of Chairman,
(Signed) W. Gilman, Secretary.

At a meeting of the committee for examining boys for admission into the Grammar School, 11th of September, 1821: Ordered that all boys offering themselves for examination shall bring with them a certificate of their qualifications from their respective instructors; and without such certificate they shall not of course be entitled to examination.

When Salem became interested in establishing a high school, it voted for an English High School with Mr. H. K. Oliver, a graduate of Dartmouth College as its first teacher.³⁷

To meet the insistent demand for modern subjects the Latin Grammar Schools at last began to change. Few however survived as Latin Grammar Schools. The great master of Boston Latin Grammar School from 1814 to 1827, tightened rules to meet a demand for more continual attendance at the school, and at the same time added some "English" branches,-- Mathematics first with Geography, and after some years, Declamation, English Grammar, History, etc. Along with changes in curriculum came modifications of method bringing the Latin Grammar Schools more in line with the popular well supported education represented in the private secondary schools and incorporated Academies.

³⁷ Elbridge P. Eaton, History of Education in Salem (Unpublished Master's Thesis, Boston University, 1932).

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IV THE PUBLIC ATTITUDE TOWARD THE ESTABLISHED SCHOOLS

A. "Presentments". The public attitude toward established schools was one of hostility -- at times toward the elementary schools but very generally toward the Grammar School. Efforts to escape the establishment of these schools and to avoid the payment of the fines occupied the attention of the shrewdest public men of each community. An investigation made of the records of twenty-eight towns, most of which were in Massachusetts, according to E. D. Grizzell, showed that where Latin Grammar Schools were established after 1700 they were in most instances established contrary to popular will,

And their existence depended upon the vigilance of the courts, and the legislature. . . . Massachusetts persisted in the enforcement of the law and increased the penalty until it was cheaper to maintain a school than pay the fine incurred for non-maintainance. As a result various court dodging devices were adopted by the towns to avoid both the support of a regular school and the legal penalty. A common device was the maintainance of a school during the session of courts and the legislature. Many town records contain entries providing for such short term schools. There are numerous instances also of town votes for support of Latin Grammar Schools that were never carried out by the Selectmen.³⁸

In case a town was "presented" for not "Keeping a Grammar School", it could either vote the fine be paid or select some persuasive representative to answer the charges by trying to prove that the town could not afford to maintain

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one. In the records of Sherburne, Massachusetts, under the date of October 17, 1767 there is the following entry: "Granted
 39, to be assessed on polls and estates, to pay the fine and cost of a presentment for not having a Grammar School in Sherborn",³⁹ and in 1768 cost and charges were again allowed. Worcester in 1788 voted "'that the town treasurer be directed to pay the cost of a presentment against the town for not keeping a grammar school, upon the bills being made up.'"⁴⁰ Northfield evidently neglected both its elementary and its grammar schools. In 1736, "The town was presented by the County Court this year for not having a school for the education of children according to law, and at a meeting called for the purpose, it was voted 'that the town have a school master, and a committee was chosen to build or hire a school house'"⁴¹ Again in 1756, "owing to the discouragements and derangement of business incidental to the war, Northfield had neglected to raise money for a school for two years. The matter coming to the knowledge of the County Court, a precept was issued and served on the town, August 10. A town meeting was called 'to choose an agent to answer a complaint made against our town for not having a school master to teach our children to read and write'"⁴² In 1785 Weymouth was "pre-sented" for not having a grammar school. Newton in 1762 was

³⁹ Second Centennial of the town of Sherborn (Natick: Cook and Sons, 1895), Address p. 15.

⁴⁰ Walter H. Small, op. cit., p. 43.

⁴¹ J.H. Temple and George Sheldon, History of Northfield (Albany, N.Y.: Joel Munsell, 1875), p. 224.

⁴² Ibid., p. 296.

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³⁹ Second Centennial of the town of Sherburne (Hatch: Cook and Sons, 1895), Address p. 12.
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⁴¹ J. H. Temple and George Sheldon, History of Northfield (Albany, N.Y.: Joel Wadsworth, 1875), p. 224.
⁴² Ibid., p. 226.

was presented "'for not setting up a grammar school', though the town had voted the year previous that the grammar school be kept at the house of Edward Durant."⁴³ Nantucket was "presented" in 1826 for neglect of schools.⁴⁴ Evidently the century long history of "presentments", show them ineffectual. The following comment dates from 1866:

The fathers of New England had solemnly imposed the duty of maintaining grammar schools of 'high order in all important towns and cities', but this obligation was not met. With few exceptions, and these mostly endowed schools, we have seen the reluctance of the people of Massachusetts to maintain a school suitable to fit boys for "Ye university". Indeed it is not certain that any locality in that state save Boston has constantly complied with this provision of the ancient statutes.⁴⁵

B. The Reflex Influence Noted. Having paid the fines or excused themselves from maintaining schools, the towns sunk into self satisfied ignorance, from which they were awakened later only by the vigorous and insistent minorities of enlightened persons. "On the eleventh of March 1776, the town of Duxbury 'Voted to dismiss the Grammar School for six months beginning at the first of May next.'⁴⁶ The Grammar School of Lancaster after the Revolutionary War was made a moving school but "after lingering some years in a doubtful state of existence was discontinued a few years

⁴³ Walter H. Small, Op. cit., p. 45.

⁴⁴ Thomas Coffin Amory, The Life of Sir Isaac Coffin, Baronet, (Boston: Cuffles, Upham and Co., 1886), p. 108.

⁴⁵ Charles Hammond in Barnard's Journal of Education Volume XVI, (1866), p. 419.

⁴⁶ Justin Winsor, History of Duxbury (Boston: Crosby and Nichols, 1849), p. 73.

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or excused themselves from maintaining schools, the towns sunk into self satisfied ignorance, from which they were awakened later only by the vigorous and insistent minorities of enlightened persons. "On the eleventh of March 1776, the town of Duxbury 'Voted to discontinue the Grammar School for six months beginning at the first of May next.'⁴⁶ The Grammar School of Lancaster after the Revolutionary War was made a moving school but "after lingering some years in a doubtful state of existence was discontinued a few years

⁴³ Walter H. Small, op. cit., p. 45.
⁴⁴ Thomas Coffin Amory, The Life of Sir Isaac Coffin,
 (Boston: Giffels, Upham and Co., 1886), p. 108.
⁴⁵ Charles Hammond in Barrett's Journal of Education
 Volume XVI, (1866), p. 419.
⁴⁶ Justin Winsor, History of Duxbury & Boston: Crosby
 and Nichols, 1849), p. 75.

previous to the modification of the law."⁴⁷ The historian of Marlboro records that the "heavy burdens of the war" induced the town to suspend the grammar school.⁴⁸ The lack of schools, coupled with the inferior quality of schools which did exist, brought about on the part of the forward looking individuals a casting around for something better than public secondary schools.

Before the coming of the Academy there were in Amherst only district schools, while those of primary grade were everywhere inferior. The enlightened men in the community were not content with such educational opportunities as the town then provided, nor with such as existed in the vicinity. They felt the need of a school of higher grade in Amherst, an academy for the education of their own children, and others who might wish to come and enjoy its privileges, and where their sons could be trained and prepared for college.⁴⁹

Honorable William G. Bates in his address at the laying of the cornerstone of the New Westfield Academy building, July 31, 1857, called attention to the inferior education of the time when the Academy was established, 1793, accusing the schools of being "common" and "unclean". Low standards of education for the teachers, coupled with inadequate wages, resulted in poor workmanship. "Reading was an exercise of the lungs rather than of the intellect, spelling was taught

⁴⁷ Joseph Willard, Sketches of the Town of Lancaster (Worcester: Charles Griffin, 1826), p. 13.

⁴⁸ Charles Hudson, History of the Town of Marlborough (Boston: T. R. Marvin and Son, 1862), p. 214.

⁴⁹ Frederick Tuckerman, Amherst Academy (Printed by the Trustees, 1929), p. 10.

⁵⁰ Speech abbreviated in Fortieth Annual Report of Massachusetts Board of Education, pp. 247-250

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from a book, grammar was learned by rote, and the principles of arithmetic were barely unfolded to the minds of the pupils."⁵⁰ Between such an elementary school and the college there was no middle institution. Two more statements concerning the school condition are here presented. The first one relates to the schools in general:

At the commencement of the present century her [Massachusetts] School System was substantially what it had been from the beginning. . . . The great defect in the system was that the state required no returns to be made to any state officer respecting the condition of the schools. . . . The temptation in every town was strong to raise as little money as possible so that their taxes might be light. Districts were tempted to employ cheap teachers, so that their schools might be long; and teachers were tempted to offer their services, without special qualifications for their work because their wages did not warrant any outlay of money for an outfit. The consequence was that the schools languished; there was no healthful stimulus that urged the schools forward in the march for improvement. Some children grew up without acquiring sufficient education to transact the business of life.⁵¹

The other statement is the discussion given in the dedicatory speech of Reverend Thomas Thacher, at the opening of Milton Academy, September 9, 1807. For this, reference should be made to the photostated pages of the speech.⁵² He praises the law but states it has become obsolete, "like a sword in the scabbard, it rests in the archives of our senate house". Schools of the inland towns especially are poor, the teachers

⁵⁰ Speech abbreviated in Fortieth Annual Report of Massachusetts Board of Education, pp. 247-250.

⁵¹ Emerson Davis, The Half Century (Boston: Tappan and Whittemore, 1851), pp. 50, 51.

⁵² See Photostat Nos. 1-3, pp. 81-83.

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"weak and ignorant, and, in some cases, vicious guides", the communities are stingy, and we deceive ourselves if we think we are making great progress.

C. Community Reactions. An interesting attitude of the majority in Worcester is revealed in the following:

In the town warrant for 1785 was an article 'to see what the town will do with regard to a presentment for not keeping a grammar school, also to see what the town will do in regard to keeping a grammar school in the future.' Only the second part received consideration, on which it was voted 'that the selectmen be a committee to confer with the proprietors of the grammar school now keeping in the town to see if they can agree with them so the town may be exempt from paying a fine for the future.⁵³

The interest is not education, but avoidance of a fine. The next year the same community wished to send representatives to Boston to secure the repeal of the law requiring a grammar school.

The story is the same everywhere -- resentment or indifference on the part of the majority. The schools were considered foisted on them. The war of the revolution did much undoubtedly to undermine the schools as the unknown historian of Marblehead indicates,⁵⁴ complaining "Inter arma silent leges," but the majorities generally valued low taxes more than high intelligence.

Individuals and minorities however kept up agitation for better education. In a letter to Henry Barnard, Judge Hall of Wilmington, Delaware wrote, under the date of March 31,

⁵³ Walter H. Small, op. cit., p. 43.

⁵⁴ Infra, Photostat No. 9, p. 143.

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⁵³ Walter H. Small, op. cit., p. 43.
⁵⁴ Inter arma, Phocastat No. 6, p. 143.

FOR THE DEDICATION OF THE ACADEMY SEPTEMBER 9, 1807

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every member of society, I carry the idea much farther than what is generally understood. Such an education is by no means comprised merely *in reading the vernacular language, writing and common arithmetic*. It ought to be extended so far as to lay a foundation for a liberal education, if in after life there should be a wish or an opportunity of compleating the superstructure. Such an institution may be made to embrace a progress in classic literature beyond what is taught in many modern Colleges, the elements of philosophy, metaphysics and mathematics ; and above all, a correct information of the grammar of our native language.

Such a kind of education was designed by our venerable ancestors by that *excellent statute*, passed in the early settlement of this country, which obliged every incorporated town to support a *Grammar School*. They wished their country to be not only the seat of civil liberty, but of light and science. Time would fail us to enumerate the various and multiplied advantages received by the community from those nurseries of learning. Let us hear the opinion of that illustrious republican, and munificent benefactor of Harvard-College, THOMAS BRAND HOLLIS, on this subject, "It were better, O men of Massachusetts, that ten thousand of your best warriors should fall, than that so excellent a law should be repealed." Yet this excellent law has become obsolete, it has never been formally repealed, but, like a sword in the scabbard, it rests in the archives of our senate house. What, I ask, is the substitute to so excellent a statute ? Very often in the inland towns our schools have been directed by weak and ignorant, and in some cases, by vicious guides. The time, limited to the existence of these schools, has been usually confined to a few months in the depth of winter ; so that if the blind be not led by the blind ; yet still there is not sufficient time to give light and information to prevent their falling into the ditch. It is certain the above mentioned evil has in-

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For The Dedication Of The Academy September 1, 1807

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FOR THE DEDICATION OF THE ACADEMY SEPTEMBER 9, 1807

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creased in many places from the time that the old regulation has fallen into disuse, and in proportion, as the streams are more remote from the fountain, so every succession of unworthy and disqualified teachers will *wax worse and worse*; and were not the principle counteracted by other circumstances, it would terminate in introducing general ignorance and barbarity. What an unhappy consideration this for the rising generation! Is it possible that parents, from the grovelling motive of depriving the efficient teacher of a miserable pittance, should sacrifice the hope and prospect of their posterity! Or that they should think the addition of a little pelf will be a compensation for the loss of a good education! It may be affirmed, and that without poetic licence, that what our country has suffered from that pernicious relaxation of so excellent a system, resembles "the loss, which the year would suffer by the destruction of the spring."

It will be replied, I am sensible, "That however the last objection may be offered against a few schools and teachers in the internal and remote parts of the commonwealth; yet it is unfounded, when asserted of our populous towns and villages. What a splendid evidence, from year to year, is offered of the genius and improvement of youth, by orations, poems, essays, and theatrical elocution, at an age too, when youth of the same standing before the revolution would have been hardly able to repeat by memory the simplest elements of learning! Are not these schools and teachers multiplying every day? Look to our higher seats of learning; doth not one annual commencement afford far greater evidence of genius and literature, than was exhibited in former periods in fifty years? Should our progress be, as great in twenty years to come, as it has been the same space of past time, may we not expect to rival the most brilliant æras of antiquity, and take rank of the most polished nation in Europe?"

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Page 14 of a discourse by Reverend Thomas Ingham
at Milton

For the Dedication of the Academy September 9, 1801

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FOR THE DEDICATION OF THE ACADEMY SEPTEMBER 9, 1807

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Was such an answer to be given to these questions, as truth, experience and personal knowledge would dictate; the pride, the interest, and the feelings of those, who are delighted with the delusion, would be deeply wounded. We therefore forbear a particular reply. Sufficient is it to say—That unless it be physically impossible for a needy preceptor to deceive an opulent, ignorant and vain parent, or that a child of happy memory, possessed of talents for imitation, might be taught such appearance, as in the mind of the inexperienced, would justify a very favorable inference of modern improvement and literary acquisition; there is no difficulty in solving the enigma.

We have enumerated, with no pleasure, the ostentation, ignorance and insanity exhibited in some instances in the mode of education, at the present day. We trust that no institutions or teachers truly reputable, will feel injured by these remarks. We doubt not we have many nurseries of learning and able instructors to direct them; these latter will equally with ourselves, wish to see error corrected, and ignorance and vanity repelled from so sacred a trust, as that of the rising generation. We shall now enter upon the more agreeable task of pointing out some principles and maxims necessary in forming Youth at these public schools; such of them as were within the power of the trustees to adopt, in this infant institution, they have made a part of their laws and system.

First of all, Religion must be cultivated with close care and attention in the minds of the young. It is of far more importance than any human science, that the mind should be imbued with a deep sense of virtue, and the necessity of its practice. This should be derived from the first and highest motives, the belief and fear of the Deity, and that of a state of rewards and punishments after death. We intend not however to advocate the introduction of a religious creed or any manual of devotion confined to any one religious sect. A Preceptor has no right to inculcate his

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1865

Dear Sir: I was born in Westford, Massachusetts, December 24, 1780. . . . I can go back in memory to the common schools as they were in 1785. . . . My grandfather was the first settled minister of Westford. He was a zealous advocate of common schools and popular education. The town having one year deemed themselves excused by the peculiar hardship of the times from making provision as required by law for schools, he arraigned his charge on whom he was dependent, with much offense to some of his friends, before the General Court for this delinquency, and effectually dispelled the notion that it could be allowed in any case to omit provision for schools.⁵⁵

Deerfield, according to ^atraveller whose name was Kendal, was an illiterate place. Later Rudolphus Dickinson, a Deerfield historian writing in 1815 resented the slur, pointing out how little informed Kendal could have been, and after indicating the elementary schools in the community stated that 'a grammar school has been kept in the village for about four months in the year, since, as well as, previous to the incorporation of the Academy.'⁵⁶ Equally aroused and resentful is a citizen of Haverhill who, however, ^{urges} in communications appearing in the Gazette, that the schools be vigorously supported and kept from declining "into mere mistresses schools".⁵⁷ There were of course Grammar Schools fairly well supported. Eternal vigilance on the part of individuals interested in education was necessary to keep the community from slipping lower. As

⁵⁵ Henry Barnard, Journal of Education, Vol. XVI (1866) p. 127 ff.

⁵⁶ Rudolphus Dickinson, A Geographical, Statistical and Historical View of Deerfield (Deerfield: Graves and Wells, 1815), p. 25.

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representative of these is the town of Hingham which boasts of Latin and Greek in their school earlier than the King Phillip War. Solomon Lincoln in an address in Hingham, 1835 said

The value set upon learning in this place is illustrated by the great liberality with which provision is made for the support of Free Schools. . . . The characters of Derby and of the Herseys, who laid here, or at the neighboring University the foundations for valuable instruction exhibit in a more striking light individual cases of the generous spirit which the claims of learning have excited in benevolent hearts.⁵⁸

V THE PRIVATE SCHOOL SITUATION

A. The Private School A Natural Consequence. The concern for education and schools was not a public conviction, but rather one of individuals. The faith of these in "learning", both established schools, and supported the schools established. In the confusion resulting from a century-long fight against establishing schools for which the community was taxed, from the opposition to the Latin Grammar School, or rather indifference to it, as a useless institution; from the passing of dependence upon and imitation of English customs and institutions, from the new "American" outlook, from the eighteenth century political, religious, educational and philosophic liberalism, and finally from self-hood as a nation, the private school increasingly received the support

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Most districts employ male instructors for a few months in the winter or cold season of the year, and female in the summer. In this system are two evils -- too little regard in some instances to the qualifications of teachers, literary and religious, and too little money raised for their support. To remedy this latter evil, the children of the more wealthy are educated another portion of the year at schools supported by subscription. To alienate the former, in part, in many of the towns, one or more select schools are supported where some children enjoy better advantages for instruction. Higher schools approaching the character of regular academies are supported by individuals in some of the towns, perhaps in all the principal ones. Many of the clergy have been in the habit of giving instruction to a select class in the languages.⁵⁹

B. The Private School Movement. A study of the private schools from 1700 onward up to the time of the arrival of the High School is beyond the limits of this dissertation. For a most discriminating study of these, one may turn to that made by Robert F. Seybolt.⁶⁰ Some other studies have been made.⁶¹ The study that will now be made concerns the private school in its relation to the Academy Movement.

The private venture schools were a part of Boston, New

⁵⁹ History of County of Berkshire (Pittsfield: Samuel W. Bush, 1829), p. 163.

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York, and Philadelphia in Benjamin Franklin's day. Nor were these schools limited to vocational study. They served even before 1743 when Franklin first published his proposals, to give theoretic and cultural information and training as well as vocational. Franklin had had experience in one of these. He was acquainted with many of the private school masters. Some of these "adventure masters" were selected to teach in Franklin's Academy. An investigator reports:

Seven private school masters were appointed on the faculty of the College and Academy of Philadelphia. In 1750 Theophilus Grew became first professor of mathematics at that institution. The Provost in "an account of the College and Academy of this place" remarked that Grew "has been so long an approved teacher of mathematics and astronomy in this city that I need say nothing to make him better known than he is already. . . . Theophilus Grew served as professor of mathematics until his death in 1759. At the first Commencement, 1757, he was given the M.A. degree Causa honoris.⁶²

The studies of Robert F. Seybolt attest the prevalence and the variety of these schools in the earlier half of the eighteenth century. In the Boston Gazette of March 26, April 2, and April 9, 1739 there were announcements of one Dr. Isaac Greenwood who after leaving the Harvard faculty opened a school "at the Duke of Marlborough's arms in Kings Street, over against the Golden fleece where attendance is given from nine to twelve a.m. and three to six p.m."⁶³ "Trigonometry, plain and spherical" was taught in 1709 by two Boston masters: Arren Harris and John Green; in 1739 by

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⁶⁴ To some extent at least, it may be said that the private schools were forerunners of Franklin's Academy, and that the Academy was the culminating of comparatively obscure, private, and more or less temporary educational attempts.

C. The Ubiquitous Private School. For the second half of the eighteenth century, the materials at hand respecting private schools are abundant, though during the war from 1776 to 1783, there is a noticeable lessening of educational interest. But for the half century following, newspapers, particularly the advertisements in them yield abundant materials. Almost any newspaper file, no matter in what part of

⁶³ See preceeding page.

⁶⁴ Thomas Woody, Educational Views of Benjamin Franklin (New York: McGraw Hill Book Co., Inc., 1931), p. 147.

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respectability and under the regulation of a board of trustees.⁶⁴ To some extent at least, it may be said that the private schools were forerunners of Franklin's Academy, and that the Academy was the culminating of comparatively obscure, private, and more or less temporary educational attempts.

C. The Unpublished Private School. For the second half

of the eighteenth century, the materials at hand respecting private schools are abundant, though during the war from 1776 to 1783, there is a noticeable lessening of educational

interest. But for the half century following, newspapers, particularly the advertisements in them, yielded abundant material. Almost any newspaper file, no matter in what part of

⁶³ See preceding page.
⁶⁴ Thomas Woody, Educational Views of Benjamin Franklin

Massachusetts the paper was published, is rewarding.⁶⁵
 Manuscript records of private schools, particularly financial and minute books are not lacking. The name Academy, as has been noted was not an uncommon designation for these private schools. In the Essex Register (Salem) of March 24, 1813 there appeared an advertisement as follows:

MRS. CURTIS

Respectfully informs her friends and the public that the Spring Term in her Academy will commence on Monday the 22nd inst. . . .⁶⁶

Sometimes these "Academies" published catalogues and a prospectus of rather ambitious proportions. Such was the case of the Timothy Alden "Academy" in Boston. The 1808 catalogue⁶⁷ contains in addition to the list of pupils and honor students, the following information:

Timothy Alden, Jun., Preceptor

Elizabeth Huggeford, Preceptress

An Academy for the instruction of Young Ladies in Reading, Writing, Arithmetic, Grammar, Geography, Astronomy, The Use of Artificial Globes, Rhetoric, History, Composition, Natural and Experimental Philosophy, The Principles of Morality and Religion, Drawing, Painting in Water Colors, and All branches of Needlework, useful and ornamental.

This Academy went into operation on the XV of February MDCCCVIII

At this institution a considerable part of the time is employed in learning and reciting, memoriter, select passages from Books on various branches of useful and important sciences.

Manuscript evidence that the term "Academy" was used

⁶⁵ Old Collections from Massachusetts towns were found at Essex Institute occasionally wrapped in parts of old newspapers on which were frequently found advertisements of schools.⁶⁶

⁶⁷ See also infra p.91 for complete advertisement. Preserved at Boston Athenaeum.

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 schools.
⁶⁶ See also infra p. 81 for complete advertisement.
⁶⁷ Preserved at Boston Athenaeum.

for these private incorporated schools is displayed in the following receipt:

Boston, 15th October, 1803

Received from Rev. B. Howard by the hands of Mr.
Charles Pincheon Lyman, fifty-six dollars, in full for
one Quarter's Board and Tuition at the Academy in Berry
Street, for Miss Mary Lyman.

William Payne.⁶⁸

Frequently also these schools were known as "Seminaries" a case in point being the school of the famous inspirational teacher, Reverend Joseph Emerson. In the 1821 catalogue the designation "Byfield Seminary" appears. There were fifty pupils that year, listed in the catalogue, coming mainly from Maine and Massachusetts. Miss Z. P. Grant who owed much of her educational enthusiasm to Reverend Joseph Emerson appears in the catalogue as an "instructress".

Some of these private unincorporated schools possessed buildings which they had purchased or were purchasing. This however was not the usual case:

Although the terms "schools" and "academy" appear frequently in the advertisements, the average master kept school "at his house", or at the House in which he resided. In 1736, Mrs. Collins kept school "in Mr. Loring's House in Long Lane near the Meetinghouse in Boston" and John Eliot of Philadelphia taught "at his Lodgings". . . .⁶⁹

Advertisements of these schools were usually inserted in the local papers, "running" some weeks before, and some after the opening of the school. The variety of schools

⁶⁸ A Manuscript in the "Educational Collections" at Harvard University.

⁶⁹ Robert F. Seybolt, op. cit., pp. 14, 15.

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being thus conducted simultaneously in a single community is shown in the advertisements appearing in the issues of March and April, 1813, of the Essex Register, published weekly in Salem: Four of these are given herewith, each of which appeared in a half dozen issues:

MRS. PEABODY

Informs her friends that her Spring term for the education of YOUNG LADIES commences the first of April. She has procured a very competent and able partner which will enable her to continue without any future interruptions. Terms will be made known on application at her house at the corner of Essex and Cambridge Street. Salem, March 3, 1813.

MRS. CURTIS

Respectfully informs her friends and the public that the Spring term in her Academy will commence on Monday the twenty second inst. She takes the liberty of reminding such of her former pupils as intend soon to enter again, that it will prove more agreeable to themselves to commence the first week of the quarter. Terms as usual. Drawing, music, embroidery, and the French Language (which will be taught by an able professor) will be separate charges.

March 17, Essex Street.

NAVIGATION SCHOOL

Samuel Lambert informs his friends and the public that he continues to teach

Navigation and Lunar Observations with every other branch that tends to form the complete navigator.

Book-keeping by single and double entry, also the Calculations and Projection of Eclipses of the Sun and Moon, and Occultations of Fixed Stars by the moon etc.

School Room at the old stand over Mr. Cloutman's store, Essex Street. Attendance from six in the morning till nine in the evening.

(This advertisement appeared April 14th. He advertises books for sale also).

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Respectfully informs her friends and the public that the Spring term in her Academy will commence on Monday the twenty second inst. She takes the liberty of reminding each of her former pupils as intend soon to enter again, that it will prove more agreeable to themselves to commence the first week of the quarter. Terms as usual. Drawing, music, embroidery, and the French language (which will be taught by an able professor) will be separate charges. March 17, Essex Street.

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(This advertisement appeared April 14th. He advertises books for sale also.)

SCHOOL

The subscriber will commence a School on Monday next the 26th inst. at the Chamber over Mr. Ferguson's store, Essex Street.

Reading, Writing, Arithmetic, English Grammar, Book Keeping, Geometry, Trigonometry, Algebra, Surveying etc. will be taught, according to the most approved authorities,
 April 21 James Hall

It is also interesting to note that in the Fall an enterprising teacher advertized in the same paper

EVENING SCHOOL

The Subscriber respectfully informs his friends that he proposes to open an

Evening School
 on the first Monday of October at his school room near the Baptist meeting house.

He can also admit several scholars to his Day School at the above place, where Reading, Spelling, Writing, Arithmetic, English Grammar, Geography, and Book Keeping are taught.

Salem September 21

Wyer Trumbull

Another series of advertisements of Private Schools from the Massachusetts Gazette and Boston Weekly News-letter, for Thursday October 15, 1772 (forty-one years earlier than the series just given), are seen in the photostated copy.⁷⁰ Joseph Ward's English Grammar School is especially interesting in that it shows the mixture of Secondary and of Primary School subjects that was necessary. This also illustrates the need for "English" subjects seen before the Revolutionary War.

⁷⁰ Photostat Number 4, p. 93.

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 Wm. T. Tinsley

Another series of advertisements of Private Schools from the Massachusetts Gazette and Boston Weekly News-Letter for Thursday October 15, 1775 (forty-one years earlier than the series just given), are seen in the photostated copy. To Joseph Ward's English Grammar School is especially interesting in that it shows the mixture of Secondary and of Primary School subjects that was necessary. This also illustrates the need for "English" subjects seen before the Revolutionary War.

NEW-BOOK-STORE,

John Langdon

Opposite the Post-Office, leading to the Market,
Informs his Friends and the Public,
That he has receiv'd in the several last Ships from
LONDON and SCOTLAND,

A large and grand Assortment of

BOOKS in all Arts and Sciences,

Which with his former Importations makes as large a
Collection as is to be found at any Store or Shop in
America. And as he intends for England next Spring,
every Person who are so obliging as to give him their
Custom, may depend on Purchasing at a little more
than the Sterling Cost and Charges, and the least
Favour gratefully acknowledged.

Any Person who desires to learn

the Latin and Greek Languages, may be boarded
and carefully instructed for Forty Shillings old Tenor
per Week, by their humble Servant,

Wrentham, O.B. 1772. DANIEL NEWCOMB.

The Subscriber, informs the Gen-

tlemen and Ladies in Town, That he purposes to open
an ENGLISH GRAMMAR-SCHOOL for the Instruc-
tion of Youth, in a House adjoining to the Treasurer's
Office; now improved by Mr. Greenleaf.

From 8 o'Clock to 11 in the Morning, and from 2
to 5 in the Afternoon, he will teach Reading and
English Grammar; and from 11 to 12 in the Morn-
ing, and from 5 to 6 in the Afternoon, will teach
Writing, Arithmetic, English Grammar, Logic, and
Composition, elegant Letter-Writing, &c. Price
15s. per Quarter. No Fire Money nor Entrance
will be required.

As many Gentlemen have recommended such a
School, as being much wanted in the Town, and en-
couraged the Subscriber to open one, he hopes for the
double Satisfaction of promoting the Public Interest,
and his own.

As he has spent many Years in teaching Youth, he
apprehends, by the Application of the Rules which
he has collected from Observation and Experience, he
can learn Children to read in less than half the Time
they commonly spend in learning; and in a short
Time correct a bad Pronunciation, which they often
contract, and if not early corrected becomes habitual,
and is a lasting Blemish to their Reading or Discourse.

The Knowledge of English Grammar, Logic, and
Composition, is so essential in Education, that no
Person can make any Figure in the Lettered World
without it; therefore it must be a great Advantage to
all who have not had a polite Education, to acquire
those Parts of Learning.

Polite Letter-Writing, on Business, Friendship, &c.
is a very necessary Accomplishment for Youth.
Young Masters and Misses who are arrived to Years
of Understanding, may acquire a sufficient Knowledge
in Grammar and Composition, in a short Time.

Gentlemen and Ladies, who incline to send their
Children to the School above mentioned, are desired
to engage them soon, (for the School will be opened
as soon as a sufficient Number are engaged) and leave
their Names with the Printers of this Advertisement,
or with the Subscriber at his Lodgings, Mrs. Holbrook's,
near the Common.

Boston, Sept. 30. 1772.

Joseph Ward.

If a sufficient Number should offer, for an
Evening School, to be instructed in any of the above-
mentioned Branches of Learning, the School will
be kept Monday and Wednesday Evenings.

N. B. As a Number of Children are already
engaged, the School will be opened the Second
Monday in October.

Writing and Arithmetic.

Those who incline to be instructed

in Writing and Arithmetic, may find a Tutor at the South
Writing School, who will attend from 6 o'Clock, the
usual Time. The School is to be opened Monday
Evening 12th October. Boston, Sept. 28, 1772.

PRIVATE
CLASSICAL SCHOOL.

PRIVATE
ENGLISH
GRAMMAR
SCHOOL

PRIVATE
WRITING AND
ARITHMETIC
SCHOOL.

FROM

THE

MASSACHUSETTS

GAZETTE

and Boston

WEEKLY-NEWS-

LETTER,

THURSDAY

OCTOBER 15,

1772.

FROM

THE

MASSACHUSETTS

CASES

FOR

WEEKLY NEWS

LETTER

THURSDAY

OCTOBER 12

1772

PRIVATE
CLASSICAL SCHOOL

PRIVATE
ENGLISH
GRAMMAR
SCHOOL

PRIVATE
Writing And
Arithmetic

Essex County sometimes called the Old Educational Territory, may have had an exceptional number of private schools. However, in addition to the citations of private schools in other parts of Massachusetts, already given, further evidence may well be brought forth showing the ubiquity of private schools, and their variety. In the Massachusetts Spy, published in Worcester, January 25, 1781 there appeared the following advertisement:

Thomas Ustick of Grafton, proposes to attend to the Tuition of Youth in the Latin and Greek Languages, etc. should a sufficient number speedily apply. His employers may depend upon being faithfully served, and their favours thankfully acknowledged.

Milford had a great variety of private schools. The historian of the town writes:

It seems proper to notice some of the select seminaries and private schools maintained within our town limits at various periods since 1780. These have been numerous, in different grades, all the way through. Many of them were of an ordinary stamp -- were district schools eked out by voluntary contribution, after expenditure of public moneys. Others have been kept in private houses, by male and female teachers, sometimes for primary instruction in the rudimental branches, and sometimes for the tuition of select classes in the higher branches. . . . But one of the most distinguished teachers of a select school was Miss Abigail Faxon Thayer, from Braintree. She taught her famous little seminary through a series of terms during the years, 1819, 1821, 1822. ⁷¹

⁷¹ Adin Ballou, History of the Town of Milford (Boston: Franklin Press, Rand, Avery and Co., 1882), pp. 219, 220.

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Essex County sometimes called the Old Educational

On account of the persistently limited opportunity for girls to secure more than the minimum of education in the schools a community provided, many of these private schools were for girls. Northfield is representative of this:

As early as 1805 or 6, Miss Sally Williams opened a school in Union Hall, for the special instruction of girls. In 1814 Miss Patience Bancroft of Warwick commenced a select school in the same place which was kept by her for about nine months in each of the years, 1814, 1815, 1816. She had a large number of young misses from Northfield and other towns and was eminently successful. Miss Hannah Blake of Swansey, N.H., taught a similar school in 1821. Miss Julia Draper, afterwards founder and principal of the Ladies Seminary at Hartford, Connecticut, was a pupil of Miss Bancroft's and taught her first school in district No. 3, Northfield in 1817. In 1823 her sister, Miss Emily Draper, had a select school in Union Hall, and another sister taught a similar school there a year or two later. These select schools were instrumental in educating a number of young ladies who afterwards became prominent teachers in our public schools.⁷²

The History of Berkshire County⁷³ published in 1829, discloses the fact that private schools had been and still were prominent in the Western part of the state and that some of the schools boasted pupils from a distance -- New York, New Jersey, the South and the West.

The eastern section of the state, south of Boston as well as west, (the north eastern section has been noted), reported the same popularity of private schools, "select voluntary schools" as a Southampton speaker⁷⁴ termed them in

⁷² J.H. Temple and George Sheldon, op. cit., pp. 358, 9.

⁷³ History of the County of Berkshire (Pittsfield: Samuel W. Bush, 1829), p. 372 and elsewhere.

⁷⁴ B. B. Edwards, Address at Centennial Celebration, 1841 (Andover: Allen, Morrill and Wardwell, 1841), p. 30.

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1841. Often teachers in the town schools would secure permission to teach privately outside hours. "A teacher in one of the public schools [Salem] recently instructed scholars in the evening on ~~his~~ his own account".⁷⁵ Sometimes also the town teachers would give up their positions to venture for themselves, as did Edward Norrice during the war agitation in Salem:

Edward Norrice had been a teacher in the public schools Salem, but resigned as there was more money in private school work. He advertized as follows:

'A School for young ladies to begin at 11 and 5 o'clock, will be opened on Thursday next by Edward Norrice at the Town-School-House, Salem, where young ladies, as well as some of the other sex will be taught writing and cyphering in the best, newest and gentlest methods now in use.'

April 27, 1773. (Essex Gazette) ⁷⁶

Numerous records show that the ministers of each town taught individuals or groups of students -- usually boys -- preparing them for college or the ministry. Not infrequently these ministers would organize schools in their homes, or in rented buildings. Rev. Vinson Gould in Southampton at the turn of the century,⁷⁷ Rev. Amariah Frost, Rev. David Long, Rev. Jacob Frieze at Milford,⁷⁸ are examples of educational interest and influence. In Connecticut with professional

⁷⁵ J. B. Felt, Op. cit., (first edition 1827) p. 476.

⁷⁶ Elbridge Perley Eaton, History of Education in Salem (Unpublished Master's Thesis, Boston University, 1932) p. 35.

⁷⁷ B. B. Edwards, Op. cit., pp. 30 ff.

⁷⁸ Adin Ballou, Op. cit., p. 220.

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75 J. A. Salt, *Op. cit.*, (first edition 1887) p. 476.
 76 *Bridge Ferry Station, History of Education in Salem*
 (Unpublished Master's Thesis, Boston University, 1932) p. 37.
 77 J. A. Salt, *Op. cit.*, pp. 30-31.
 78 *Adam Nelson, Op. cit.*, p. 230.

interest in education, may be mentioned the interest of book-sellers, who in an attempt to make a market for their books, advertised their educational values.⁷⁹

Another form of private school was that promoted by share owners, frequently calling themselves "Associates". Of this type the "Salem Private Grammar School in Chestnut Street" is illustrative. Its record book, dating from 1807 to 1824, indicates its object "to fit boys for the University"; but "any studies not immediately connected therewith may be pursued so far as the committee shall think advisable provided the instructor can attend to the same without interfering with that object".⁸⁰ The school was owned by shareholders who were at liberty to sell their shares. Share No. 30 read as follows:

This certifies
That Mr. John D. Treadwell is entitled to Share
No. 30 in the Salem Private Grammar School.
JohnHodges, Chairman of Committee.
H. Shephard Gray, Treasurer. 81
1817, Sept. 1st

Approximately five years later, Mr. Treadwell sold his share. The record of sale is given on opposite side of certificate. It reads:

Salem, December 10, 1822.

For and in consideration of the sum of one dollar,
the receipt whereof I do hereby acknowledge, I hereby

⁷⁹ See Photostats, Numbers 4 and 5.
⁸⁰ Records (MS) of Salem Private Grammar School in Chestnut Street (At Essex Institute -- Unclassified MS), Rules and Regulations of May 28, 1821.

⁸¹ Share No. 30 (MS) included with records of Salem Private Grammar School.

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See Photostats, Numbers 4 and 5.
80
79

rs. EDES & GILL,
Printers of the Boston-Gazette.

disposed to put my Veracity to question, idle with your moral Characters any further may be affected by a brief Examination of last Monday, I shall not presume her I think you deserve the Appellation; but notwithstanding what Mr. B. Y. the Sentiments of the better Sort of People respecting my Paper, of which I am now no more than the Man in the Moon, I am, Gentlemen! that the Rudeness, Indelicacy of the Writers in the Boston-Gazette brought the Weekly Publications of the greatest Discredit—I therefore espy happy to have incurred the displeasure of the Proteus who weekly blackens your name have no doubt that should he favour me abuse me for two or three succeeding certainly recover the Reputation of the Gazette, and must rely upon your full-Nature, of which I acknowledge to argue Proof, that you will not prohibit Gentlemen from villifying me to the Power.

posed to conciliate the Esteem of this. I should advise him not to condemn for publishing the various Sentiments respecting public Matters,—we are told Collision of Disputants, Truth is free-out; but when B. Y. and some of his with an Adversary too mighty for them, ely fly from the Contest and endeavour popular Clamour against the Author and enemies to the Liberties of the People; such sturdy Demagogues as themselves, train the Press from an impartial Publication of different Opinions of the People respecting in Contest, are deeply involved ey affect to condemn.—I would ask B. Y. agines he serves the Cause he is engaged kly expressing his dread of an impartial of it? If the Arguments adduced in his Measures are unanswerable he must kneels of his Cause or of his Head, and go throw the Obloquy of his Defeat (Printer);—but it is not for me to argue tleman;—Suffer me, Messrs. Printers, ecriminate on your Conduct in this re ever studiously endeavoured to ex- thing licentious from my Press,—the ical Aggressor of a private Character; be what it may, has been forever sup- Liberties of my Country I profess stead- e,—for the Liberty of the Press am a zan,—and never (hear this and blush!) Printer of the Massachusetts-Gazette refs to the Imprimatur of any Man under THE PRINTER.

Leave, I would just inform the Public of a thod your chief Writer lately took to set me tageous Light to the Populace.—Having der of the Sheriff Wilkes and Bull, in Lon- Disorder was the Consequence thereof, in s Order was greatly commended, but the ere represented as wholly drawn up by me, ntiments, by repeatedly calling it "Draper's ative," &c. and to irritate, go on, "the r says) did" so and so.—When the whole

Cox & Berry,

HAVE for Sale at their Store in King-Street, the following esteemed BOOKS, cheaper than can be bought at any Shop in Town.

FORDYCE SERMONS
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of the late Rev. Mr.

David Brainerd, by

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YORICK Sentimental
Journey,

Providence a Poem by
Ogilvie,

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of the late Rev. Mr.

by Messrs Coleman and

Garrick: Scenes truly Co-

mic & strictly Moral makes

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L. M. being the cheapest, and as Useful
a Book of the kind ever Published, viz.

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of the ENGLISH TONGUE, Containing
The most material RULES and OBSERVATIONS for
Understanding the ENGLISH Language well, and
Writing it with Propriety.

In Five Parts

- | | |
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| 1st. ORTHOGRAPHY
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for joining Words
rightly in a Sentence. |
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of the several Parts of
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A new Compendious Expofitor of
English Words, derived from the Latin, Greek,
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By John Gough, Master of

An Accademy in ENGLAND.

By Studying the above BOOK, a Person will
soon learn to Write and Pronounce the English Lan-
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TO BE SOLD reasonable for the Cash,

Two convenient Houses in Mid-
dle-street, a little to the Northward of Dr. Pemberton's
Meeting-house: ALSO, To be Lett, two good Stores
suitable for the Storeage of any kind of West-India
Goods, commodiously situated in the North Part of the
Town. For further Particulars enquire of the Printer.

TO BE SOLD,

[Situated on the Great Western Post Road from Boston
to New-York.]

The Great Tavern in Sudbury,

Now in the Occupation of Mr. Benjamin Munn, well
accommodated for Entertainment. For further Par-
ticulars enquire of Zechariah Jobonnot, Esq; of Boston.

BOOKS

A

PRACTICAL
GRAMMAR

"MASTER
OF AN
ACCADEMY"

PHOTOSTAT No. 5
From THE MASSACHUSETTS GAZETTE AND BOSTON WEEKLY
THURSDAY MARCH 24 1972

acknowledge, I hereby sell, transfer and assign to Nathaniel L. Rogers, all my right, title, and interest in and to the within mentioned share in the Salem Private Grammar School.

John D. Treadwell.

The relations in these schools of pupils and preceptor were usually cordial. Evidence of this is displayed in a note accompanying a gift of the students to the instructor, given herewith:

The young ladies of the Salem Female School present their respects to their preceptor and request him to accept a piece of silk for a gown as a small token of their respect and affection. They hope they shall ever manifest their regard for his comfort and happiness by an attention to his instructions and requisitions.

Salem Female School⁸²

June 20, 1820.

No attempt will here be made to classify these schools. Such an attempt has been carried on by another investigator.⁸³ Here will be noted the tragic limitations of the required Grammar Schools, which called into existence for more than a century these private schools. Girls were not served beyond a very elemental education, the boys were limited to subjects leading to the professions -- ministry, law, medicine. Other vocations were not given attention. But

In the hands of private school masters the curriculum expanded rapidly. Their schools were commercial ventures,

⁸²

MS at Essex Institute (Unclassified Collection).

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Robert F. Seybolt, Op. cit., Curriculum materials, types of schools and headmasters, objects of the schools, and other important matters have been arranged by him in classified sections.

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and consequently competition was keen. To succeed at all, they were obliged to keep pace with current educational needs, and to respond immediately to any expression of these needs.⁸⁴

The advertisements also pointed to a revision of educational methodology based on eighteenth century educational reformers:

In the extension of educational opportunities, the private schools played a unique part in Colonial America. They were free to originate and put into practice ideas that might effect improvements in their curricula and methods. (Foot-note follows): In some of the announcements, the masters called attention to the fact that their methods of instruction were based on the theories expressed in the educational treatises of Barclay, Nelson, Locke, and Turnbull. (End of foot-note).

In none of the private schools of secondary grade was there a prescribed program of studies to be taken by all. Any student might pursue as many or as few subjects as he desired. The curriculum was on an elective basis, the student arranging the combination of subjects best suited to his purpose. Such freedom of election was unknown in the town Grammar Schools, and colleges of the period.⁸⁵

Out of this situation -- the inadequacy of the regularly established schools, and the ubiquity of all manner of private schools -- there sooner or later would arise a recognized educational institution, combining public appeal and support (which should have been given to the public schools), with the present service which the private schools afforded. The incorporated academy seems to be that institution. Incorporation gave the public standing, while the private initiative

⁸⁴ Ibid., p. 102.

⁸⁵ Robert F. Seybolt, op. cit., p. 101.

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Out of this situation -- the inadequacy of the regularly established schools, and the ubiquity of all manner of private schools -- there sooner or later would arise a reorganized educational institution, combining public appeal and support (which should have been given to the public schools), with the present service which the private schools afforded. The incorporated academy seems to be that institution. Incorporation gave the public standing, while the private initiative

84 Ibid., p. 102.
85 Robert F. Seybold, op. cit., p. 101.

and freedom linked it with the private schools. A writer as near to the period as 1844 indicates such a parentage:

The Female Academy, usually styled the Female Seminary owed its origin immediately to the successful efforts of Miss Nancy Hinsdale, in instituting a select female school here. This excited so much interest that a number of gentlemen, 1806 erected a building for the use of the school. In February 1807, they procured an act of incorporation allowing them to hold property. . . . Miss Hinsdale instructed it after the incorporation until about 1813, having at first about forty scholars, and towards the close eighty or ninety. . . . With a view to the improvement of the institution the proprietor in 1826 erected a large three story brick building. . . . ⁸⁶

The "Academy" did not immediately displace either the Grammar Schools or the Private Schools. The Academy however kept gaining ground as the more stable way of conducting privately supported schools. The Grammar Schools being out of favor, kept diminishing, while the individual private school filled an educational need which had its greatest success in the liberal education of the Academies. In some communities the private schools were more or less articulated with the academy, serving as preparatory or tutoring agencies. The private schools apparently find their culmination and standardization in the incorporated academies.

The second phase of the research is concluded. The first phase pointed out the European origin of the Academy, and the importation of the institution into the American

⁸⁶ David D. Field, History of Pittsfield (Hartford: Case, Tiffany and Burnham, 1844), p. 27.

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Colonies. The second phase has shown the American or native forces which played upon the imported institution and gave it its distinctive philosophy. While it still represented the historic Academies, it expressed itself as an indigenous institution. There remains then to record, as the third phase of this research an account of the institution as it appeared.

Historical Statement. Aside from the prominent exception of Franklin's Academy, very little legal notice had been accorded the institutions appearing as private academies before 1776. "The term Academy first appears in the statutes of Maryland in the year 1773"¹ New York and Georgia about the same time used the term officially. Private recognition had come first; official recognition came occasionally at first. Thus, in Massachusetts, the "Dummer School", planned and endowed by Ex-governor Dummer was opened in 1763. Because of the dynamic character of its first headmaster, Neely, its fame spread. For twenty years, it was popularly supported as "Dummer School". Out from it during those years came Samuel Phillips who was to be the founder of the "first true Academy in New England".² The Phillips School was opened at Andover in 1774, and incorporated as an "Academy" in 1780. Two years later, 1782, because of an unpleasant situation arising from

¹ E. H. Brown, The Making of Our Middle Schools (New York: Longmans, Green and Co., Ed. of 1925), p. 193.

² S. P. Grinnell, The Origin and Development of the High School in New England Before 1865 (Macmillan Co., 1923), p. 34.

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CHAPTER IV

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the fact that the headmaster was a member of the board of trustees, a member of the board of the Dummer School sought and secured incorporation for the school as "Dummer Academy". Within a few years other incorporated academies appeared -- Leicester, Derby School at Hingham, Marblehead, Bristol at Taunton, Westford, and Lawrence at Groton. In the case of some which asked financial help, land located in the Maine section (then a part of Massachusetts) was granted by the legislature. However the apparent official recognition was still a matter of individual emergencies. The relationship between the growing academies and the government had not yet been defined. The need of some fixed policy soon became evident, and was the cause for a committee to be appointed in 1797 by the Legislature at Boston to review the status of the Academies in the State (and Maine) and to formulate and present recommendations as to future action.

B. The Official Action. The following ^excerpt from the educational records of the State of Massachusetts³ gives the official records, and comments on the action:

At the general court of the Commonwealth of Massachusetts, held on the twenty-fifth day of January, 1797,

Ordered, That the secretary be, and he hereby is, directed to cause the report of a committee of both houses on the subjects of grants of land to sundry academies within this Commonwealth, to be printed with the resolves which shall pass the general court of the present

³ Fortieth Annual Report, Massachusetts Board of Education, 1875-6, pp. 207-209.

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And be it further ordered that the grants of land specified in said report shall be made to the trustees of any association within the respective counties mentioned in said report where there is no academy at present instituted, who shall first make application to the general court for the purpose: provided, they produce evidence that the sum required in said report is secured to the use of such institution; and provided, that the place contemplated for the situation of the academy be approved of by the legislature.

Report on the Subject of Academies at Large. Feb 27, 1797 -- The committee of both houses, to whom was referred the subject of academies at large, and also sundry petitions for grants of public lands to particular academies, having accordingly considered the subject on general principles and likewise the several petitions referred to them, submit the following report:-

On a general view of this subject, the committee are of the opinion that the system further to be pursued, of endowing academies with state lands ought to be continued, but with several material alterations; first, that no academy (at least not already erected) ought to be encouraged by government unless it have a neighborhood to support it of at least thirty or forty thousand inhabitants not accommodated in any manner by any other academies; by any college or school ^{such} answering the purpose of an academy; secondly, that every ^{such} portion of the Commonwealth ought to be considered as equally entitled to grants of state lands to these institutions, in aid of private donations; and thirdly, that no state lands ought to be granted to any academy but in aid of permanent funds, secured by towns and individual donors; and therefore, previous to any such grants of state lands, evidence ought to be produced that such funds are legally secured, at least adequate to erect and repair the necessary buildings, to support the corporation, to procure and preserve such apparatus and books as may be necessary and to pay a part of the salaries of the preceptors.

In attending to the particular cases, the committee find that fifteen academies have already been incorporated in this Commonwealth; also Derby School which serves all the general purposes of an academy, but that the academy at Marblehead probably will only serve the purpose of a town school. And the committee are of the opinion that the three colleges established and endorsed by the state and private donors, will serve many of the purposes of the academies in their respective neighborhood, so that if four or five academies shall be allowed in these parts of the Commonwealth where they be most wanted, there will

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be one academy to every 25,000 inhabitants, and probably therefore they must struggle with many difficulties until the wealth and population of this state shall be very considerably increased; for however useful colleges and academies may be for many purposes, yet it is very obvious that the great body of people will and must educate their children in town district schools, where they can be boarded or supported by their parents.

The committee find that of the fifteen academies already incorporated, seven of them have had grants of state lands -- that at Fryeburgh of 15,000 acres, and the other six, at Machias, Hallowell, Berwick, Marblehead, Taunton and Leicester, one township each. To extend this plan of township to each academy, to these academies already allowed, and to these which from local circumstances may be justly claimed, would require the grants of twelve or thirteen townships more. The committee thinks this number too large, and therefore proposes half a township of six miles square, of the unappropriate lands in the district of Maine, to be granted to each academy having secured to it the private funds of towns and individual donors before described to be laid out or assigned (with the usual reservations) by the committee for the sale of eastern lands.

Of the eight academies already incorporated and not endorsed by the Commonwealth, just appear to have been endowed by towns and individuals; and as to part, no satisfactory evidence is produced of such endorsements.

It appears that Dummer's Academy in Newbury has legally secured to it a permanent fund for its support by a private donor to the amount of \$6,000; that Phillips Academy in Andover has a fund something large, secured in like manner; and that each of these academies was established in a proper situation.

It appears that the academies in Groton and Westford are about seven miles apart, both in the county of Middlesex, and with a neighborhood perhaps not so adequate as could be wished to the support of two; that each of them has received the donations of towns and individuals to the amount of about \$2,500 and that each of them is now much embarrassed for want of funds, but both of these academies have been incorporated and countenanced by the Legislature, and must be considered as fully adequate for the county of Middlesex.

On the whole the committee propose an immediate grant of half a township of the description aforesaid to each of these four academies. As to the academies at Portland, Northfield, New Salem, and in the county of Plymouth, the committee propose that half a township of the description aforesaid be granted to each of them:

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provided, each of them shall within three years produce evidence that there is a permanent fund legally secured to each by town or individual donors, to the amount of \$3,000, and that the Act establishing an academy in the town of Plymouth be repealed, and an act be passed establishing an academy in the county of Plymouth on the principles of the petition from that county; and that a township of land be granted to each of the counties of Barnstable, Nanatucket, Norfolk, and Dukes County, and Hancock for the purpose of an academy; provided they shall within three years severally furnish evidence that funds are secured by towns or individual donors to the amount of \$3,000 for the support of each of said academies.

The Joint Standing Committee on Education (Hon. Charles W. Upham, Chairman), in a report dated March 30, 1859 -- after reciting the above report as proceeding from a committee 'composed of leading and experienced men, of whom Nathen Dane of Beverly was one', -- 'and as published by the General Court containing most decisive and emphatic communication of the policy of the state', -- remark:-

The following principles appear to have been established, as determining the relations of academies to the Commonwealth. They were to be regarded as in many respects, and to a considerable extent, public schools; as a part of an organized system of public and universal education; as opening the way for all the people to a higher order of instruction than the common schools can supply, and as a complement to them, towns, as well as the Commonwealth, were to share with the individuals, the character of founders or legal visitors of them. They were to be distributed, as nearly as might be, so as to accomodate the different districts or localities of the State, according to a measure of population; that is 25,000 individuals. In this way they were to be placed within the reach of the whole people and their advantages secured, as equally and effective as possible, for the common benefit.

Similar arrangements were made in the other New England states -- and some other states.^{3a} An "Academy" then became a "quasi-public institution", receiving encouragement from the state, but through its self-perpetuating board of trustees was privately controlled, and singularly free from the dictations of the public, and other educational institutions.

^{3a} See Appendix, Further Researches Needed, p. 230 a.

of the public, and other educational institutions. privately controlled, and singularly free from the distractions of the state, but through its self-perpetuating board of trustees was a "quasi-public institution", receiving encouragement from the state -- and some other states. An "Academy" then became

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benefit. as equally and effective as possible, for the common the reach of the whole people and their advantages secured, individuals. In this way they were to be placed within according to a measure of population; that is 25,000 the different districts or localities of the State, distributed, as nearly as might be, so as to accommodate founders or legal visitors of them. They were to be were to share with the individuals, the character of complement to them, towns, as well as the Commonwealth, instruction than the common schools can supply, and as a opening the way for all the people to a higher order of organized system of public and universal education; as to a considerable extent, public schools; as a part of an wealth. They were to be regarded as in many respects, and as determining the relations of academies to the common- The following principles appear to have been established remark:--

emphatic communication of the policy of the state', -- by the General Court containing most decisive and whom Nathan Dane of Beverly was one', -- and as published committee 'composed of leading and experienced men, of after reciting the above report as proceeding from a W. Upham, Chairman), in a report dated March 30, 1852 -- The Joint Standing Committee on Education (Hon. Charles of \$5,000 for the support of each of said academies. are secured by towns or individual donors to the amount within three years severally furnish evidence that funds Hancock for the purpose of an academy; provided they shall township of land be granted to each of the counties of principles of the petition from that county; and that a establishing an academy in the county of Plymouth on the town of Plymouth be repealed, and an act be passed \$5,000, and that the Act establishing an academy in the to each by town or individual donors, to the amount of evidence that there is a permanent fund legally secured provided, each of them shall within three years produce

The attempt to limit the number of Academies was doomed to failure, but the provision to spread the Academies over the state was so successful as to lead lively contests among cities. In what was then Hampshire County, official encouragement was given to the location of An Academy between Westfield and Leicester. The towns of Brimfield and Monson raised money and lobbied for it. Monson was finally favored.⁴ The Barnstable county contest also was spirited. But even with local favor and public sanction with financial backing according to requirements of incorporation and with a grant of land from the State, most academies, including such a well known one as Dummer, experienced periods when the property stood vacant falling into decay, when stimulating leadership was lacking, and student and financial patronage was wanting. Some academies never really functioned⁵, others were short-lived.⁶

II THE ACADEMIES

A study of the sixty-seven academies given in the "Approved List"⁷ will now be undertaken to complete the study of the Academy movement and its philosophy. This is not intended to be ^{a series of} individual histories of the various academies. It is rather a study of the Academy movement, and hence is

⁴ Henry Barnard (ed), Journal of Education, Vol. XVII (1867), p. 563.

⁵ As for instance an Academy for the town of Plymouth.

⁶ The varying fortunes of the Academies will be noted in their history to follow.

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comparative in nature. Certain schools exemplifying clearly certain phenomena of the Academies will be used as illustrative of these features. Thus lotteries will be discussed in connection with Leicester Academy, the influence of headmasters with Dummer, Phillips, and Wesleyan, the "Female Academies" with Ipswich, etc. The dramatic fortunes of the schools will not be pursued much beyond 1830. Some academies, influential and interesting may seem to receive scant notice. But as the ^{study} is necessarily limited, when the purposes sought have been satisfied, further discussion will not be continued. The Academies will be treated either in historic sequence, or in groups for the sake of comparison. The story opens with DUMMER ACADEMY (Incorporated, 1782, Opened 1763). The founder Lieutenant Governor, William Dummer was interested in education. His death, October 10, 1761, revealed that seven years before, he had made a will setting apart his house, and his farm of nearly three hundred acres in Newbury (South Byfield), for a Grammar School to be located on his farm forever. A "Grammar School house" was to be built "on the most convenient part of my Sd farm", and the income from the property was to be used "towards the maintenance of a Grammar School Master". In 1761 such language could mean nothing else than the establishment of a school similar in curriculum to the Latin Grammar School. As such the school was established. In 1837 -- about seventy-five years later -- the Report of the Trustees revealed that the school had "been thrown, in a comparative sense, somewhat

comparative in nature. Certain schools exemplifying clearly certain phenomena of the Academies will be used as illustrative of these features. These latter will be discussed in connection with Leicester Academy, the influence of headmasters with Dunster, Phillips, and Wesleyan, the "Female Academies" with Ipswich, etc. The dramatic fortunes of the schools will not be pursued much beyond 1850. Some academies, influential and interesting may seem to receive scant notice. But as the ²⁰⁴ is necessarily limited, when the purposes sought have been satisfied, further discussion will not be continued. The Academies will be treated either in historic sequence, or in groups for the sake of comparison. The story opens with DUNSTER ACADEMY (Incorporated, 1782, Opened 1783). The founder Lieutenant Governor, William Dunster was interested in education. His death, October 10, 1781, revealed that seven years before, he had made a will setting apart his house, and his farm of nearly three hundred acres in Newbury (South Hylfield), for a Grammar School to be located on his farm forever. A "Grammar School house" was to be built "on the most convenient part of my 84 farm", and the income from the property was to be used "towards the maintenance of a Grammar School Master". In 1781 such language could mean nothing else than the establishment of a school similar in curriculum to the Latin Grammar School. As such the school was established. In 1837 -- about seventy-five years later -- the Report of the Trustees revealed that the school had "been thrown, in a comparative sense somewhat

the shade", but it continues

Dummer Academy has been principally a classical school; its main object has been to teach the dead languages and to fit its pupils for entrance into our colleges. . . . If it has suffered any eclipse, it has only been collateral with the eclipse of literature, distinctly so-called, in an age when the material sciences are engaging a large share (perhaps it should be said, too large) of the popular attention.⁸

The trustees also state in the same publication that the school is to be reorganized into two departments, one classical, the other embracing the English languages and the sciences."⁸

To justify the change they state they are

aware that the will of Governor Dummer directs that his bequest shall be appropriated to erecting 'a grammar school-house' and to the supporting of 'a grammar school', and they suppose in the language of the day that the phrase A Grammar School designated a school in which the Latin and Greek languages were chiefly taught. . . . But they also conceive that the change of time requires in order to execute the spirit of the donor's design, and the act of incorporation that the character of the school should be made more comprehensive. In the former days, the learned languages were the great objects of knowledge⁸

It was not in its aim or curriculum that Dummer School was to be distinguished. It was rather by "the method of its creation and by the fact that from the first it was not intended to be a local institution".⁹ This was true also in regard to the administration:

The management of the school was placed by the founder in charge of Byfield parish; the choice of the parish as

⁸ An Account of Dummer Academy together with a statement of the Trustees (Boston: Boston Courier, 1837), pp. 4, 5, 7, 6, 8.

⁹ I. L. Kandel, History of Secondary Education (Boston: Houghton, Mifflin Co., 1930), p. 175.

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Intending to draw its pupils from outside the local community and board them "on the farm", the school must secure a headmaster of scholarship, creativeness, force, and humaneness. Fortunate for Dummer School and the Academies which later were influenced by it, such a headmaster was found in Samuel Moody. Graduating from Harvard in 1746, he took charge of the Grammar School of York, Maine, making it such a success that it attracted scores of students from other communities. At Dummer he displayed the same ability for he soon had seventy boys of whom twenty or twenty-five were boarders. "This extraordinary property was due in part to the monopoly which the school had, but if boys did sometimes come to Dummer because there was no other school to go to, they remained because they found there all that they desired."¹¹ Unfortunately, schools did not keep many records. "Our knowledge of this man," says Mr. Nehemiah Cleveland who was preceptor there from 1821 to 1840, "is wholly traditional."

He had 'a large and somewhat coarse exterior, motions which had more of vigor than of grace, -- that easy power of command which makes some men as if born to rule -- that

¹⁰ Fortieth Annual Report, Massachusetts Board of Education, pp. 231, 232.

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liveliness of feeling, thought, manner, and speech, which perhaps more than any other quality commends manhood to boyhood,¹² -- a professional zeal bordering on enthusiasm,
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There was nothing trite about Moody. His motto was "Crede te posse et potes". He sought to fit his boys to college, "and fit them well". Latin and Greek were his specialities, yet he was more than a mere classical drill master.

He never commanded but to be obeyed. He did not deem it necessary at all times to preserve perfect silence in the school-room and very frequently the scholars were permitted to study aloud, to leave their seats and converse with each other during study hours; yet so perfect was his government that one rap on his desk invariably brought them into complete order. The rod was used but seldom.¹³

The health, happiness, and recreations of his students were also his direct concern. If the tide was just right he would sometimes suspend classes and send the boys out to enjoy the water. While Moody was eager to have his boys go to college, comparatively few went, but when they left the school most of them possessed a good background of information and an enthusiastic curiosity for facts.

Dummer's spowerth was the length of Preceptorships. A study of the following list of Preceptors will reveal also the influence Harvard must have exerted and the extent to which ministers were interested in educational posts.

¹² Ibid., p. 232, 33.

¹³ Catalogue of Dummer Academy, 1763-1843 (Salem Gazette Office, 1844), Preface p. 4.

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Office, 1844, Preface p. 4.
Catalogue of Dummer Academy, 1763-1843 (Salem Gazette 12 Feb., p. 232, 33.)

<u>Began</u>	<u>Name</u>	<u>Where Graduated</u>	<u>Ended</u>
1762	Samuel Moody	Harvard	1790
1791	Rev. Isaac Smith	"	1809
1809	Dr. Benjamin Allen	Union ?	1811
1811	Dr. Abiel Abbott	Harvard	1819
1820	Samuel Adams	"	1821
1821	Rev. Nehemiah Cleveland		1840

Samuel Moody was the forerunner of scores of Preceptors with the same attractive powers. To an extent he set the pace, for he moulded the life of two boys who after graduation from Harvard would set up the institution first incorporated under the name of Academy. These two boys (men) were Samuel Phillip, Jr., destined to become founder of Phillips Academy at Andover, and Eliphalet Pearson to become its first headmaster. Through them and the extensive influence of Phillips Academy, Master Moody would be represented wherever "New England men" went.

PHILLIPS ACADEMY, Andover, (Incorporated, 1780; opened, 1778), was founded in the difficult days of the Revolutionary War. The conviction of Samuel Phillip was that education was all important as an antidote to the prevailing wickedness. His conviction enabled him to persuade his father and his uncle to finance a School where boys from any walk of life could secure the needed type of education. As the leading spirit of the undertaking, his purposes are expressed in the Constitution of the Academy as follows:

A Serious consideration of the premises, and an observation of the growing neglect of youth here

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The broad religious purposes of the school differentiate it from the Latin Grammar Schools of the day in which the earlier narrow Calvinistic religious emphasis had slowly dissipated. Another differentiating trait is the specification that a majority of the trustees "shall not consist of the inhabitants of the town, where the Seminary is situate".¹⁵ Its appeal for boarding students also marks it more than a local school. "During the first year only thirteen out of the fifty one different students registered were from Andover, and eight were from outside Massachusetts."¹⁶ The constitution also provided for the erection of "a large decent building sufficient to accomodate at least fifty scholars with boarding beside the Master and his family", a stipulation which savors, as has been noticed, of Milton -- a trait destined to become popular among Academies. Prophetic of the wording of the Act of incorporation of succeeding Academies is that of Phillip.¹⁷

¹⁴ Constitution of Phillips Academy, Andover, printed copy (Andover: Flagg and Gould, 1828), p. 3.

¹⁵ Ibid., p. 5.

¹⁶ Jane Carpenter, The Development of the Curriculum of Phillips Academy (Unpublished Master's Thesis, 1901), p. 3.

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There the serious purposes of the Constitution are again expressed with the religious motive first in the words "for the purpose of promoting true Piety and Virtue, and for the Education of youth".

That the classical emphasis of Master Moody in Dummer had borne fruit in Samuel Phillip is evidenced by his familiarity with classic writers. But his practical nature made him see life as wrought with momentous consequences. In a letter to Eliphalet Pearson, he wrote

I think our general plan of education of youth is injudice, unnatural, and absurd. As soon as an infant is capable of muttering English, he is put to his Accidence. In the Latin, youths fall back upon something that has been dead hundreds of years and never will exist again. . . .¹⁸

"It is unnecessary to say that Phillips influenced by Pearson soon outgrew his hostility to Latin, so that when the school was opened, its course of study was overwhelmingly classical."¹⁹ The Constitution evidences the fact that the Classical is to have a dominant part. Summing up the aims expressed in its several parts, the emphasis is, First on "true piety", second, on English, Latin and Greek languages, third on Geometry and Logic, and fourth on other liberal arts. An investigator tracing the development of the curriculum of Phillips Academy notes that "the first and second objects were the only ones attained for many years."²⁰ The other objects were not carried

¹⁸ Quoted by Claude M. Fuess, An Old New England School (Boston: Houghton, Mifflin Co., 1917), p. 58.

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out until the English department was established fifty years after the school was opened. The records of the trustees bear out this classical emphasis:

In 1778 they 'Voted that preference shall be given to those who are to be instructed in the learned languages. If the number of such remains incomplete for the space of one month, then those may be admitted who are desirous of being taught reading, writing, arithmetic, etc. only.'

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In 1809, prizes were established in Latin and Greek, and in 'religious and moral instruction', showing apparently that these were deemed most important. . . .

1818 voted, 'every scholar who shall have completed the regular course of studies preparatory for college prescribed by the Trustees, and shall have passed an examination satisfactory to them or to a committee of their appointment. . . . shall be entitled to a certificate signed by the Principal of the Academy.'

[Record p. 357] ²¹

While Dummer Academy sent but a small number (though of exceptional quality) to college, Phillips before 1830 had sent 948, classified by years as follows:

From 1778 to 1799	224
From 1799 to 1809	146
From 1810 to 1830	578
Total	948 ²¹

In the records for 1820 is found the first full statement of curriculum, designated as College Preparatory. It is as follows:²²

1. Latin Grammar
2. Epitome History Sacra
3. Latin Exercises
4. English Composition, instead of Latin exercises, once in three weeks.
5. Viri Romae

²¹ Ibid., pp. 4, 5.

²² Ibid., p. 14 [From MS Records p. 357].

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5. Viri Romae

6. Latin Prosody
7. Geography
8. Selecta e Profanis
9. Caesar's Commentaries
10. Arithmetic
11. Declamation every Wednesday p.m.
12. Greek Grammar
13. Graeca Minora
14. Cicero's Select Orations
15. English Grammar, Punctuations, etc.
16. Sallust's Cataline
17. Algebra
18. Virgil
19. Greek Testament
20. Assembly's Catechism
 - Cumming's Scripture Questions
 - Mason's Self Knowledge
 - Porter's Evidences

Of these twenty subjects, thirteen belong to the study of Latin and Greek.

The religious aim, presented in such strong terms in every section of the Constitution was there designated both as general and theological. In addition to the requirement that the Master be a professor of the Christian Religion, the Constitution provides that he guard the students against religious lapses. The manner in which this was carried out may be seen in the following letter written in 1780 by Headmaster Pearson to the Trustees:

School begins at eight o'clock with devotional exercises, a psalm is read and sung. Then a class consisting of four scholars repeats memoriter two pages in Greek grammar after which a class of thirty persons repeats a page and a half of Latin grammar; then follows the 'Accidence Tribe', who repeat two, three, four, five, and ten pages each. To this may be added three who are studying Arithmetic; one is in the Rule of Three, another in Fellowship, and the third is in Practice. School is closed at night by reading Dr. Doddridge's Family Expositor, accompanied by rehearsals, questions, remarks, and reflections, and by

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- 9. Caesar's Commentaries
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- 14. Cicero's Select Orations
- 15. English Grammar, Punctuation, etc.
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the singing of a hymn, and a prayer. On Monday the scholars recite what they can remember of the sermons on the Lord's day previous; on Latin day the bills are presented and the punishments administered.²³

Annually at "Public Examination" speakers addressed the students, briefly but pointedly, predominantly in a religious strain. This custom and the content of the speeches are so typical of the Academies that excerpts from those of Phillips Academy will be given. The unnamed speaker of 1791 said, in part:

But amid your laudable efforts to possess this human knowledge, you will remember that divine wisdom is the principal thing. . . . Though you had all the graces of a Chesterfield, the genius and knowledge of a Newton, yea the eloquence of an angel, yet without a religious love to God and men, you would in the eyes of Heaven, be nothing. O my friends, a cold depraved heart, an irregular and wicked life joined to an able and learned head, is a monstrous compound -- a very absurd and unphilosophical as well as detestable and mischievous character -- which must expect a very aggravated condemnation at last.²⁴

David Tappan in 1794 spoke in the following strain:

Let me especially direct your admiring and emulating eyes to the MAN who presides over the political affairs of our nation. He was once like you a pupil of an Academy. . . . But behold a greater than WASHINGTON is here! The SON OF GOD himself.²⁵

In 1799, Jedidiah Morse, warning against corrupting books, but without naming them, spoke in this manner:

You will have need therefore to be strongly fortified against that infidel and infidious philosophy which has produced such extensive havoc and desolation in the principles and morals of mankind.²⁶

²³ Quoted by Jane Carpenter, Op. cit., pp. 8,9, from The Story of John Adams.

²⁴ Speech of 1791, (Printed in Exeter), p. 6.
See next page for footnotes 25 and 26.

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 as well as detestable and mischievous character -- which
 monstrous compound -- a very absurd and unphilosophical
 wicked life joined to an able and learned head, is a
 O my friends, a cold depraved heart, an irregular and
 God and men, you would in the eyes of Heaven, be nothing.
 the eloquence of an angel, yet without a religious love to
Chesterfield, the genius and knowledge of a Newton, yes
 principal thing. . . . Though you had all the graces of a
 knowledge, you will remember that divine wisdom is the
 But amid your laudable efforts to possess this human

part:

Academy will be given. The unnamed speaker of 1791 said, in
 typical of the Academies that excerpts from those of Phillips
 strain. This custom and the content of the speeches are so
 students, briefly but pointedly, predominantly in a religious
 Annually at "Public Examination" speakers addressed the

the singing of a hymn and a prayer. On Monday the scholars
 recite what they can remember of the sermons on the Lord's
 day previous; on Latin day the bills are presented and
 the punishments administered.²⁸

In 1830 a Teacher Preparation department was put into operation, and with it a little later the English work was combined. Thus the requirements of the constitution were all at last met and the emphasis, so prominent by that time in Academies -- Preparation for "Life" -- was made. The school however had made its reputation and had set the standards for succeeding Academies through its Classical and Religious success.

Along with Dummer Academy, Phillips is known for its remarkable headmasters and long time service by each. Note again the part the clergy plays:

Eliphalet Pearson, L.L.D. (Harvard) 1778-1786
 Ebenezer Pemberton, L.L.D. (Princeton), 1786-1793
 Mark Newman, M.A. (Dartmouth), 1794-1810
 John Adams, L.L.D. (Yale), 1810-1823

Samuel Phillip the guiding spirit, evidences in his labors, an acquaintance with the works of Isaac Watts, Phillip Doddridge, Mathew Henry, on the religious side, and with the European and English Education reformers, especially John Locke and John Milton.²⁷

LEICESTER ACADEMY (Incorporated and Opened in 1784), was another early Academy which influenced in significant ways the development of the movement. Colonel Ebenezer Crafts of Sturbridge, a graduate of Yale College in 1759, became concerned

²⁵ David Tappan, Address to Students (Exeter: Stearns and Winslow, 1794), pp. 8,9.

²⁶ Jedidiah Morse, Address to Students (Charleston: Samuel Etheridge, 1779), p. 12.

²⁷ See Claude M. Fuess, op. cit., pp. 69 ff.

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at the close of the war, with the neglect of education in "the heart of the Commonwealth". "Two academies in the eastern part of the State had been chartered and endowed, but the central and western portions of the State were without any public schools of a high order."²⁸ Colonel Crafts interested Colonel Jacob Davis in his project to establish in Worcester County, a school for classical and English education. Together they sought a location which they could buy and donate to a Board of Trustees, for Academy purposes. Their genuine motives are revealed in that though neither had financial interests in Leicester, they found there the property they wanted. The accidental drowning of Aaron Lopez,²⁹ a respected Portugese Jew of Leicester, put on the market a property unusually convenient for an Academy. The ten inch one column advertisement which appeared in the paper caught the attention of Mr. Crafts and he was determined to secure it. A few lines of this advertisement will reveal why the property seemed just what was wanted:

A Large and Commodious DOUBLE HOUSE very pleasantly situated on the Great Post Road from Boston to Springfield having the advantage of two entries, two stair cases, two kitchens, with other rooms on a floor, with eight Lodging Rooms, and a large Garret; also a capacious cellar, a good well of water, an excellent Garden Spot. . . . Other buildings a large Commodious House with four rooms, nineteen acres

²⁸ Fortieth Annual Report, p. 234.

²⁹ See, Massachusetts Spy, (Published in Worcester), June 6, 1782 for an interesting account of Aaron Lopez. It is important as a background study, as the Jews were hated in Leicester generally.

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of Woodland sundry goods and Household furniture.

The Terms of Payment will be made easy to Purchasers and will be seen at the Day of Sale on the Premises, or before, by applying to

Joseph Lopez, Administrator.
Leicester, March 13, 1783 30

Having secured this property, the founders asked for an Act of Incorporation "whereby the same [The projected Academy] may be made respectable, whereby the advantages of the education of youth may be promoted; whereby advantages may arise not only to the individuals but to the public in general and prove a blessing to our land of liberty".³¹ This petition bears the date of July 4, 1783. To give the community an opportunity to show their interest by raising funds for it, the General Court delayed action. On February 7, 1784 the petition was granted. The Act of Incorporation was worded in the same phraseology as that of Phillips Academy. The act of incorporation bears the signatures of John Hancock, Governor, and of Samuel Adams, president of the Senate. The trustees named in the Act of Incorporation held their first meeting, April 7, 1784. The school opened with three pupils -- Samuel C. Crafts, son of the founder; Ephraim Allen of Sturbridge, and Samuel Swan, six years of age, Leicester.³² All three later were graduated from Harvard. Before the end of the term there were twenty in the school and in the Autumn term the

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32 Ibid., p. 26.

group numbered more than seventy. Eli Whitney of Westboro, inventor of the Cotton Gin was an early pupil in the Academy.

The age of entrance in these early academies -- Dummer, Phillips, Leicester, and others was not a matter of consequence at first. The test was usually whether the entering pupil could read fairly well. (The Grammar Schools of the period had the same custom.) "Dr. James Jackson, English preceptor [in Leicester] in 1796 says, 'I believe all my pupils had learned the alphabet before I saw them. I taught spelling, reading, writing, English grammar, and arithmetic and perhaps to a few of the pupils some of the higher branches."³³ In Phillips Academy, Andover, before 1820 it was not uncommon to find boys younger than nine years of age.

Two other features which became characteristic of academies in Leicester: The first, the admittance of boys and girls on equal terms. By 1830 the "co-educational" academies predominated. Precautions, to be mentioned, were taken lest too much familiarity between the sexes developed. The other feature was the Two Department system, generally requiring two instructors -- The Classical and English departments. Leicester laid the plans for this system before it opened, and adhered to it throughout the early period. Under the date of April 7, 1784 the trustees voted "that the

³³ Ibid., p. 27.

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Preceptor in the Greek and Latin Languages be considered as the principal instructor, hereafter to be appointed according to the charter".³⁴ Such an arrangement also became normative in the academies. Schools that organized "male" and "female" departments provided that the Preceptor of the "male" department should be the "Principal Preceptor". Such arrangements were not without their difficulties. Friction developed in Leicester, until finally in 1821, it was necessary for the Trustees to declare that the principal preceptor was the authoritative head of both departments.

Leicester Academy instructors emphasized the classical studies; the community appreciated more "the practical". This contest continued through the entire period here studied.

Luther Wright (preceptor from 1833 to 1839) in his inaugural address, 1833, decried the tendency of dropping the ancient classics, for "practical" subjects and mathematics.

A thorough course of classical study [he said] cannot fail to strengthen the judgment and memory, the powers of reasoning, comparison and discrimination and a habit of patient research -- one of vast importance to the student. Such a course of study may be a better mental discipline than even a course of rigid demonstration in the mathematics.³⁵

In Dr. Luther Wright is also seen opposition to the High School movement -- "Family High School" as he calls it. Yet with all the emphasis of Leicester on Classics, no great proportion of

³⁴ Record Book A (MS), under date.

³⁵ Luther Wright, Education (Worcester: S. H. Colton and Co., 1834), p. 12.

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students entered college.

The frequent changes in Preceptors -- the bane of the Academies -- begins to appear with Leicester, as the following list indicates:

Benjamin Stone (Harvard graduate) 1784-1787
 Amos Crosby (Harvard) 1787-1780
 Samuel Simson (Dartmouth) 1788-1790
 David Smith 1790-1792
 Ebenezer Adams 1792-1806
 Z. Swift Moore 1806-1807
 Simeon Colton 1807-1809
 Luther Willson (Williams) 1809-1812
 Jonah Clark 1812-1818
 John Richardson 1819-1833

To remedy this evil, better pay for the preceptor was necessary. Before referring to the earlier method to raise money for this and other objects, -- the use of the lottery --, it is interesting to note how the subscription paper was used in this connection. September first 1818, a subscription paper with the following superscription was circulated in Leicester:

Whereas the education of youth and the interests of literature are among the most valuable and important objects of society and from the depreciation of the value of money and from the enhanced sum of compensation justly required by those employed in the instruction of the pupils, the funds of the Academy are found insufficient to command the best talents and the permanent station of Preceptors³⁶

The use of lotteries in connection with education had been extant for some time. Harvard and Brown Universities used them. Reference to the photostat³⁷ will show the wording

³⁶ Printed Subscription paper for Leicester Academy (At American Antiquarian Society).
³⁷ See Photostats No. 7 and No. 8, pp. 129, 130.

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Samuel Bismont (Dartmouth) 1788-1790
David Smith . . . 1790-1792
Ebenezer Adams 1792-1800
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As the design of this lottery is for promoting Piety, Virtue and such of the Liberal Arts and Sciences as may qualify the Youth to become useful members of Society, the Managers wish for and expect the aid of the Gentlemen Trustees of the Academy -- the Reverend Clergy -- and all persons who have a taste for encouraging said Seminary of Learning.

Lottery notices appeared weekly for weeks at a time, while the various "classes" were advertised. On June 29, 1790 in the same paper (The Salem Gazette) there appeared the following editorial:

Lotteries have of late been a very productive source of revenue in this State. The moral tendency of them has been supposed by some to be injurious to Society, and the government has been careful to grant them for such purposes only, as that the probable benefit should outweigh the evil. By this means we have seen the interests of literature supported -- the arts encouraged -- the wastes of war repaired -- inundations prevented -- the burthen of taxes lessened, etc. . . . There exists a spirit of adventure in all these Societies, which will lead a number to throw themselves into the hands of chance in one way or another, and which under the direction of a wise legislature, may be made to subserve their best interests. The monies raised by lotteries cannot impoverish the community -- as they are not sent abroad, but only taken out of one pocket and put into another.

From this lottery \$1400 were cleared for Leicester Academy.

Other schools using the Lottery extensively were WILLIAMSTOWN FREE SCHOOL, and WILLIAMSTOWN ACADEMY (Incorporated 1785). The Free School was conceived by Colonial Ephraim Williams, a bachelor, "who had a taste for books and often lamented his want of a liberal education". In the Collections

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of Massachusetts Historical Society, 1802, there is given a clear summary of the origin of these schools. Considering the intricacies involved in the two school system, it is here deemed advisable to quote parts of this early account.³⁸

After several small bequests to his relatives and friends he willed, 'That the remainder of his lands should be sold at the discretion of his executors within five years after an established peace; and that the interest of the monies arising from the sale and also the interest of his notes and bonds, should be applied to the support of a Free School in the township west of Fort Massachusetts . . .

. In the year 1788 the trustees voted to erect a building for the Accomodation of the Free School. A lottery was granted them by the General Court to raise the sum of four thousand dollars In 1790 a brick building was erected. . . . In Oct. 1791 the Free School was opened under the direction of a preceptor and an English school master. . . . This school consisted of two departments; a grammar school or Academy, and an English Free School. The latter was wholly composed of boys from the higher classes in the common schools in Williamstown. . . . In June of that year the General Court incorporated the institution [i.e. the Free School] into a college. . . . In October 1793 the college was duly organized and three small classes were admitted. The English Free School was discontinued; but the Grammar School or Academy was continued in connection with the college.

Part of the Act granting the lottery mentioned is given herewith:

Whereas it appears that it would promote the education of youth to erect a suitable building for the accomodation of the Free School in Williamstown and the trustees of said school have represented their inability to accomplish the same without the aid of the legislature and have requested that a lottery be granted for that purpose:

Be it enacted by the Senate and House of Representatives in General Court assembled and by the authority of the same that there be and hereby is granted a lottery for raising

³⁸ pp. 49, 50.

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a sum not exceeding 1200 pounds, the profits of which after paying the necessary expenses of managing the same shall be applied for the purpose of erecting the aforesaid building. (This act passed, February 11, 1789)³⁹

In advertising the Lottery in the Massachusetts Centinel, May 22, 1790, the following appeal was made to Boston:

The metropolis of Massachusetts hath ever been celebrated for the attention it hath paid to the education of its youth. . . . But not confined to the youth of the town is this benevolent disposition -- it extends to the remotest parts of the Commonwealth; and hath been abundantly manifested in the liberal encouragement given the Williamstown Free School Lottery. The Class to be drawn on Monday next, will perhaps be the last opportunity our citizens have to gratify their humane wishes which they will not let pass unimproved, especially as great pecuniary profit may attend the gratification.⁴⁰

However when in 1819 there was agitation to move the College to Northampton, statement was made that the sale of lottery tickets was confined almost wholly to the Williamstown community.

Ebenezer Fitch, tutor and librarian of Yale became the first Preceptor of the two schools. His personality dominated the situation: the classes he taught were always popular. He had much to do with the establishment of the College. After 1818, the Dartmouth College Case having stirred the country, the "common people" of Williamstown sought to have the legislature return to them, the Free School -- the College was considered too exclusive.

³⁹ A. L. Perry, Williamstown and Williams College
(Published by the author, 1889), p. 157.

⁴⁰ A. L. Perry, op. cit., p. 189.

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40 A. L. Perry, *op. cit.*, p. 189.

ADVERTISEMENT OF LEICESTER ACADEMY LOTTERY,

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SALEM GAZETTE, JULY 6, 1790.

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Boston next Wednesday.

NEXT FRIDAY,
At Wm. Lang's office,

Will be for Sale by Public Vendue,
A Few pieces long NANKIN---3-4.
7-8 and yard-wide Irish LINENS---
Curtzes and Calicoes---Jeans and Fustians
---Shawls---Mullin and Mullin Handker-
chiefs---black Mode---Bandanno Hand-
kerchiefs---Umbrellas---and a great variety
of other Goods---Also, one large LOOK-
ING-GLASS---one Birch DESK---Green
and Joiners CHAIRS, &c. &c. &c.
Sale to begin at half-past Nine.

On THURSDAY the 15th of JULY inst.
will be Sold at PUBLIC VENDUE, if
not disposed of before at private sale,
TWO FISHING

SCHOONERS,

burthen about 65 tons---with their Ap-
parel and Appurtenances. Sale to begin
at 12 o'clock at noon, at the house of Eli-
zabeth Warner, innholder in Marblehead.
For further particulars, inquire of the sub-
scribers.
JOSEPH SEWALL,
WILLIAM R. LEE,
ISRAEL FOSTER.

Marblehead, July 5, 1790.

MARBLEHEAD LOTTERY.

THOSE who intend to adventure in the
Second Marblehead Lottery, would do
well to apply for Tickets soon, as the closing of
the Williamstown, Lancaster and Charles-
town Lotteries has given a demand to the
Tickets in this, which promises a very early
completion of the Lottery.

LETTERS remaining in the Post-Office at
Salem, July 3, 1790.

- B. Ben. Butman, Danvers; Jonathan Bos-
sey, Beverly, 2; Daniel Bray.
C. John Gibson Clough, Hannah Cook.
D. Nathan Dane, Esq. Beverly.
E. Capt. Samuel Foster, Beverly; Capt. Jo-
seph Farlon.
L. Ben Leach, Beverly; Capt. Peter Lan-
der, 2.
M. Wm. I. Manning, Beverly; Betty Man-
ning.
O. Josiah Ober, Beverly.
P. Samuel Putnam.
Mess. Leidey and Peale, Samuel Porter, Esq.
S. Richard Smith, Danvers; Henry Stew-
ard, Beverly.
T. John Tod, Beverly.
V. Samuel Vary.
W. Herbert Woodbury, Beverly; John Win-
ship, John Webb, John Walker, care of H.
Murray.

CAPE-ANN: John Babson, John Burnham,
John Little, Dorcas Stevens, Thomas Taylor,
David Pearce, Esq. 3. Coas Gardner, John Sar-
gent, Rev. Dr. Forbes, Elizabeth Smith, Epes
Sargent, Esq.
Those that have no plates annexed are of Salem.

The Paper made at Andover is superior
to imported Paper of the same price, and does
credit to American Manufactures; motives of
interest, therefore, as well as of patriotism,
will induce purchasers to give it a preference.

Leicester Academy
LOTTERY.

WHEREAS the General Court at
their last sessions, at the request of
JOSEPH ALLEN, Esq. Captain THOMAS
NEWALL, and Capt. THOMAS DENNY,
three of the Managers of said Lottery, did
appoint us the Subscribers additional Mana-
gers thereof, we now present to the Public
a Scheme of the Second Class of Leicester
Academy Lottery, which will positively
commence Drawing on or before the third
day of August next, in the town of Boston
---and a List of Prizes will be published in
the Boston Independent Chronicle imme-
diately after---and the Prizes paid on de-
mand, if applied for in Six Months after
drawing. The same punctuality may be
depended on as was observed by us in the
management of Lancaster Lottery.

NOT TWO BLANKS TO A PRIZE!

SCHEME OF
Leicester Academy Lottery
CLASS SECOND.

THREE THOUSAND TICKETS AT TWO
DOLLARS EACH ARE SIX THOUSAND
DOLLARS.

Prizes.	Dolls.	is	Dolls.
1 of	500		500
6	100	are	600
6	50		300
10	20		200
16	10		160
30	6		180
400	4		1600
550	3		1650

1019 Prizes. 5190
1981 Blanks. Deduction, 810
3000 Tickets. 6000

AS the design of this Lottery is for
promoting Piety, Virtue, and such of the
liberal Arts and Sciences as may qualify
the Youth to become useful Members of
Society, the Managers wish for and expect
the aid of the Gentlemen Trustees of the
Academy---the Reverend Clergy---and all
persons who have a taste for encouraging
said Seminary of Learning.

EDMUND HEARD,
EPHRAIM CARTER, } Managers.
Lancaster, June 28, 1790.

TICKETS may be had of J. & D.
Jenks, and of T. C. Cushing, Salem.

RESPONSIBILITY

PRIZES

FOR
PROMOTING
PIETY, VIRTUE,
ETC.

ADVERTISEMENT OF LICESTER ACADEMY LOTTERY.

SALEM GAZETTE, JULY 6, 1890.

RESPONSIBILITY

PRIZES

Promoting
Pietty, Virtue
Etc.
For

LOTTERY, SALEM GAZETTE,
FEBRUARY 2, 1790.

GENCE.
Jan. 8, 1790,
from Cape-
nd Tho's Bull
awyer dead.—
ed Wm. Booker
likewise he in-
ay on Monday
n, in the schr.
with a pleafant
mmon guft of
ance from Old
infail and jib,
in the after-
nking, the four
boat. Daniel
n the cabin.—
nothing to eat

fchr. Fortune,
Kennebunk.
id Sawyer per-
and Ball were
er.
f Marblehead,
failed from St.
BEVERLY.
from
St. Eustatia
do.
Westindies
for
Westindies
do.
do.
Martinico
do.

ore,
oner Betfy—
in about 15
For Freight
pply to Pe-
r, the Maf-
id faid Schr.,
aved Street.

otherwise they will be put in fuit.
SARAH ABBOT, *Executrix*.
Feb. 1, 1790.

NOT TWO BLANKS TO A PRIZE!

SCHEME OF
Williamstown Free-
SCHOOL LOTTERY, CLASS III.

THE Managers of faid Lottery present their
thanks to the Adventurers in the former
Classes, for the ready purchase of their Tickets;
and now offer to the Public the following scheme,
which they flatter themselves will meet with
general approbation, and which, it may be relied
on, will commence drawing by the SECOND
DAY of MARCH next—confifting of 3400
Tickets, at Two Dollars each—amounting to
6800 Dollars—5799 of which are to be paid out
in Prizes of the following value, viz.

Prizes.		Doll.		Doll.
1	of	1000	is	1000
1		400		400
1		300		300
1		100		100
2		70	are	140
3		40		120
3		30		90
6		20		120
15		10		150
32		5		160
1073		3		3219

1138 Prizes. 5799
2262 Blanks. Deduction—1001

3400 Tickets are 6800

WILLIAM WILLIAMS,
WOODBRIDGE LITTLE,
TOMPSON J. SKINNER,
ISRAEL JONES,
DANIEL BROWN.

TICKETS are fold by J. & D. JENKS,
at shop N^o 8, Paved Street, and by
T. C. CUSHING, at the Printing-Office,
Salem.

Charlestown Lottery

RESPONSIBILITY

PRIZES

SIGNATURES
OF
PROMINENT MEN.

LOTTERY, SALEM GAZETTE,
FEBRUARY 2, 1890.

Responsibility

18320

Prizes

SIGNATURES

OF

PROMOTERS

BRISTOL ACADEMY in Taunton (Incorporated 1792, Opened 1796) is the ultimate result of the founding of an Association called "The Taunton School Society". General David Cobb and other leading citizens as moving spirits did not at first have the development of an Academy in mind. They wanted to establish "a permanent foundation for the instruction of the rising generation in useful, polite, and humane literature and accomplishments",⁴¹ and individually made subscriptions for the same. In 1792 they petitioned for an Act of Incorporation. The Incorporation Act was stated in the language now become standard but with the addition of the word "patriotism", in the phrase "promoting Piety, Morality and Patriotism", prophetic of the future patriotic fervor which was to rule the Academies later. In the first meeting of the trustees, September 21, 1792 a committee was appointed to 'point out a suitable piece of ground to build the Academy upon'.⁴² Reference has been made to the influence Milton may have had in his description of an Academy as a building. In the Act of Incorporation of the New Salem Academy emphasis is on the "House"; the historians of Hanover Academy refer to the building as the Academy. At the time of the founding of Abbot Academy a local journal stated "Abbot Academy is the First house built in New England by a corporation for the exclusive work of educating

⁴¹ William E. Fuller, Address at 100th Anniversary of the Founding of Bristol Academy, p. 5.

⁴² Ibid., p. 9.

BRISTOL ACADEMY in TAVANTON (Incorporated 1792, Opened 1796) is the ultimate result of the founding of an Association called "The Tavanton School Society". General David Cobb and other leading citizens as moving spirits did not at first have the development of an Academy in mind. They wanted to establish "a permanent foundation for the instruction of the rising generation in useful, polite, and humane literature and accomplishments",⁴¹ and individually made subscriptions for the same. In 1792 they petitioned for an Act of Incorporation. The Incorporation Act was stated in the language now become standard but with the addition of the word "patriotic", in the phrase "promoting Piety, Morality and Patriotism", prophetic of the future patriotic fervor which was to rule the Academies later. In the first meeting of the trustees, September 21, 1792 a committee was appointed to point out a suitable place of ground to build the Academy upon.⁴² Reference has been made to the influence Milton may have had in his description of an Academy as a building. In the Act of Incorporation of the New Salem Academy emphasis is on the "House"; the historians of Hanover Academy refer to the building as the Academy. At the time of the founding of Abbot Academy a local journal stated "Abbot Academy is the first house built in New England by a corporation for the exclusive work of educating

⁴¹ William E. Fuller, Address at 100th Anniversary of the Founding of Bristol Academy, p. 2.

⁴² Ibid., p. 2.

women".⁴³ The only record of NANTUCKET ACADEMY (Opened 1801) is that there was an Academy building. In the Constitution of Phillips Academy, provision was made for the trustees to erect an Academy building. One cannot escape the conclusion, the historian of Phillips Academy has stated that there is a resemblance in this emphasis to Milton's suggestion.⁴⁴ In that building, "Academy life" was centered. The building was a combined living, boarding, social, and class shelter. There "Academy life" was fostered as well. Loyalty to the school, and enthusiasm for learning was caught there as a warming fire. There, too, usually the public "examinations" and "exhibitions" were held, and out from there as a genial fire visions of intellectual attainments, and cultural desires spread.

After selling its Maine lands, Bristol Academy paid for its lot and building and had a surplus at the time of its opening of \$9000, which it invested. June 18th, 1794, in the Columbian Sentinel of Boston appeared the following advertisement:

Bristol Academy

by permission of Divine Providence will be opened on the eighteenth of July

The corporation has seen fit to elect Mr. Simeon Doggett, Jr., as Preceptor of the Academy, a gentleman who for five years past has been instructor in a college, has had much experience in conducting youth and also having been for some years a preacher of the Gospel is on that account better qualified to discharge the moral and religious duties of the office.⁴⁵

See Below ⁴³ Jean Pond, Bradford, A New England Academy (Published by Alumnae Association, 1930).

⁴⁴ Claude M. Fuess, Op. cit., p. 70.

⁴⁵ William E. Fuller, Op. cit., p. 10.

⁴³ Annie S. Downs, Abbot Academy--A Sketch of Its History (Boston: The New England Magazine, 1886), p. 11.

women".⁴³ The only record of MANUCLER ACADAMY (Opened 1801) is that there was an Academy building. In the Constitution of Phillips Academy, provision was made for the trustees to erect an Academy building. One cannot escape the conclusion, the historian of Phillips Academy has stated that there is a resemblance in this emphasis to Milton's suggestion.⁴⁴ In that building, "Academy life" was centered. The building was a combined living, boarding, social, and class shelter. There "Academy life" was fostered as well. Loyalty to the school, and enthusiasm for learning was caught there as a warming fire. There, too, usually the public "examinations" and "exhibitions" were held, and out from there as a genial fire visions of intellectual attainments, and cultural desires spread. After selling its Maine lands, Bristol Academy paid for the lot and building and had a surplus at the time of its opening of \$9000, which it invested. June 18th, 1794, in the Columbian Sentinel of Boston appeared the following advertisement:

Bristol Academy

by permission of Divine Providence will be opened on the eighteenth of July
 The corporation has seen fit to elect Mr. Simon Duggett, Jr., as President of the Academy, a gentleman who for five years past has been instructor in a college, has had much experience in conducting youth and also having been for some years a preacher of the Gospel is on that account better qualified to discharge the moral and religious duties of the office.⁴⁵

Below ⁴⁵ Jean Pond, Bradford, A New England Academy (Published by Alumni Association, 1950).
⁴⁴ Claude M. Wess, op. cit., p. 70.
⁴³ William S. Fuller, op. cit., p. 10.
⁴² Annie S. Downs, Abbot Academy--A Sketch of Its History (Boston: The New England Magazine, 1886), p. 11.

The early minutes record that Miss Sally Cady was engaged as preceptress. Apparently the Academy wanted to prepare its students for college for it was voted "That in preparing students for college a regard be paid to the knowledge of the books which are requisite to entitle admittance into Harvard University."⁴⁶ The broad religious emphasis is noted in the fact that every morning the Bible was read, the pupils following the reading in their own Bibles -- and prayer was offered.

In his inaugural address, Simeon Doggett, enthusiastically commended Academy education. The first and last sentences of his speech are given herewith, illustrative of the emotionally-toned speeches characteristic of the Academies in general:

The abundant diffidence and anxiety which at all times so justly belong to me are at the present partly lost in the flow of sympathetic joy and gratitude which animate my heart to felicitate you on this happy meeting.
[And the last] Such then my friends bring the immense value of education, let all embark in its cause. Let government and able individuals offer their patronage and encouragement. Let parents exhaust their tenderest affections in this glorious work. Let teachers realize and carefully discharge the amazing responsibility which lies upon them. Let both sexes equally share in those exertions. Let youth be impressed with the value of a good education. As all of us are equally interested in the great and common cause, let us, in heart and hand unite to advance it, and the blessings of God will attend us.⁴⁷

⁴⁶ Ibid., p. 23.

⁴⁷ Simeon Doggett, Discourse delivered at the Dedication of Bristol Academy (Newbedford: J.Spooner, 1797), p. 7 and 28.

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students for college a regard be paid to the knowledge of the
students for college for it was voted "that in preparing
preceptress. Apparently the Academy wanted to prepare its
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According to Doggett, education was necessary to perpetuate true religion, to insure liberty, and should be a part of "female" attainments. He quoted⁴⁸ as did other Academy speakers,⁴⁹ Pope's couplet:

'Tis education forms the common mind;
Just as the twig is bent, the tree's inclined.'

For seventeen years Doggett continued as Preceptor, and was followed by a succession of men who finding the financial remunerations too small, left in two or three years for better positions in the ministry or in teaching. The 1837 Catalogue shows the tradition of love of learning still strong. The Preceptor, John M. Bellows stated "It is designed in this institution as far as is practicable to unite pleasures with study; yet not to the neglect of strictness of discipline and thoroughness in the business of instruction."⁵⁰

The popularity of Academies established induced a number of institutions incorporated as "Schools" to change their names and fashion their features after the regularly known "Academies". The passing of the "Academy" act in 1797, strengthened this tendency. Among these was the DERBY SCHOOL AT HINGHAM, incorporated as a school in 1784, opened in 1785, incorporated as an Academy in 1797, by "an act to erect Derby School into an Academy". A part of the Act reads:

⁴⁸ Ibid., p. 18.

⁴⁹ Edward Richmond, Sermon to Scholars of Derby Academy (Boston: Munroe and Francis, 1807), p. 4.

⁵⁰ 1837 Catalogue of Bristol Academy, p. 8.

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⁴⁸ Ibid., p. 18.
⁴⁹ Edward Richmond, Reason to Scholars of Derby Academy (Boston: Munroe and Francis, 1807), p. 4.
⁵⁰ 1837 Catalogue of Bristol Academy, p. 8.

Be it enacted by the Senate and House of Representatives in General Court assembled and by the authority of the same that the School established in the North Parish in Hingham by the name of Derby School by an Act entitled 'An Act for establishing a school in the North Parish in Hingham by the name of Derby School, and for appointing and incorporating Trustees of the Said School, passed the eleventh day of November in the year of our Lord seventeen hundred and eighty four' be, and hereby is, made and erected into an Academy and the trustees named and incorporated in the Act aforesaid, and their successors forever, shall be bound to perform all the duties required in said act⁵¹

Madam Derby prompted by desire to put education near at hand for every boy of North Parish, Hingham, endowed this school during her lifetime. Boys, twelve years of age and over were to be received, and if they intended to enter Harvard, they could come earlier. Girls could also be admitted. The boys were to study Latin, Greek, English, French, mathematics, and geography, while the girls, writing, English, French, arithmetic and needlework. The preceptors and speakers, generally were classically minded defending the "dead" languages: "The blind reverence which was once paid to Latin and Greek seems to be changing into an equally unreasonable contempt."⁵² "It is easy to sneer at what is called the folly of spending the precious season of youth in learning words instead of things."⁵³ Character and religion are also emphasized.

⁵¹ Deed of Lease and Release of Sarah Derby (Boston: Repertory Office, 1806), p. 16.

⁵² Convers Francis, Errors in Education (Hingham: Farmer and Brown, 1828), p. 10.

⁵³ Ibid., p. 11.

Be it enacted by the Senate and House of Representatives in General Court assembled and by the authority of the same that the school established in the North Parish in Hingham by the name of Derby School by an Act entitled 'An Act for establishing a school in the North Parish in Hingham by the name of Derby School, and for appointing and incorporating Trustees of the said school, passed the eleventh day of November in the year of our Lord seventeen hundred and eighty four, be, and hereby is, made and incorporated into an Academy and the trustees named and incorporated in the Act aforesaid, and their successors forever, shall be bound to perform all the duties required in said Act 51

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51 Deed of Lease and Release of Sarah Derby (Boston: Repository Office, 1808), p. 10.
52 Converse Francis, History in Education (Hingham: Farmer and Brown, 1828), p. 10.
53 Ibid., p. 11.

In the same group with Derby may be classed the Academy in Lincoln resulting from the combination of the "Grammar School Fund", and the "Liberal School" privately established there; the "Ipswich Grammar School" in Ipswich, and the two Hopkins Schools in Massachusetts -- South Hadley and Cambridge.

The Lincoln School apparently was incorporated in 1811.⁵⁴ One of its antecedents was the Grammar School Fund. Its story briefly is this:

Mr. Joseph Brooks who died in September 17, 1759 devised the remainder of his estate to the town of Lincoln, 'the income therefrom to be applied to the support of a grammar school in said town forever'. The amount received was 388. As there were no books on English Grammar then in existence, the words 'grammar school' were construed to mean a Latin School, and for more than sixty years the income of the legacy was paid only to such teachers as were qualified to give instructions in Latin and Greek. This led to a more general employment of graduates and undergraduates of colleges and tended to elevate the character of the schools.⁵⁵

Thus Lincoln, which did not before 1830 reach the population necessary for a compulsory Grammar School, enjoyed earlier "higher education". To this "Fund" there was also added, for higher education, the "Liberal School" founded in 1792 by Reverend D. Stearns, and others. "They installed an Academy and modestly called it a school."⁵⁶ It appears that a number

⁵⁴ Fortieth Annual Report of Massachusetts Board of Education, p. 180.

⁵⁵ D. Hamilton Hurd, History of Middlesex County (Philadelphia: J.W.Lewis and Co., 1890), Vol. II, p. 632.

⁵⁶ 150th Celebration of Lincoln, Massachusetts. p. 76.

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⁵⁶ 150th Celebration of Lincoln, Massachusetts, p. 76.

of the principal families having lived in New Ipswich, New Hampshire, had relatives there. Some of the Lincoln young ladies used to go to New Ipswich Academy. Desiring to have such school advantages nearer home, twenty-one of the leading men, as "The Proprietors of the Liberal School in Lincoln", established a School, built "a house", and secured Rev. Dr. Stearns, who privately tutored pupils at his home, as their preceptor. Dr. Stearns wrote textbooks which were transcribed by the pupils. Among the books are The Principles of Religion and Morality,⁵⁷ and Dramatic Dialogues for the Use of Schools.

⁵⁸ Both classical and English instruction were given. The new prominence of female students just emerging is noted here. "The first exhibition was given September 27, 1793, Misses Anna Harrington, Hannah Fiske, and Susannah Hoar being assigned the highest parts. The innovation of allowing young ladies to speak in public caused considerable discussion and some censure but Dr. Stearns was able to sustain himself and his school. . . ." ⁵⁹ Cyrus Peirce attended this school for a while. In 1810 the building was sold to the town -- and apparently an Academy was established under town auspices.

The IPSWICH GRAMMAR SCHOOL, incorporated in 1787 as an

⁵⁷ Proceedings of the 150th Anniversary of First Church, Lincoln (Cambridge: University Press, 1899), p. 33.

⁵⁸ Ibid., p. 94.

⁵⁹ D. Hamilton Hurd, op. cit., p. 632.

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⁵⁷ Proceedings of the 150th Anniversary of First Church, Lincoln (Cambridge: University Press, 1899), p. 35.
⁵⁸ Ibid., p. 24.

⁵⁹ D. Hamilton Ford, op. cit., p. 632.

academy, has its chief importance, for this dissertation in the circumstances out of which it grew -- as was the case of the Lincoln School. It was opened in 1636, "coeval with the Boston Latin School. Its tutors were called feoffees."⁶⁰ Robert Payne, its founder built "the earliest Latin School house and home of the master, both in one".⁶¹ Ezekiel Cheever, its master from 1650 to 1661, made the school famous throughout the country. It gave to Ipswich a cultural and educational atmosphere. The town granted "all the neck beyond Chebacco river"⁶² for its maintenance in 1651, and in 1714 25 was added to its income so that it could be a "free school" and teach English as well as college preparatory courses. It was however most noted for its successful college preparatory work.

The two Hopkins Schools were located in South Hadley and in Cambridge. Edward Hopkins, a London merchant, educated in the Royal Free Grammar School, was converted to Puritanism and came to America in 1637, establishing himself in the Connecticut Colony at Hartford. From 1642 to 1652 (when he returned to London) he was governor of the Colony. He died in London, leaving a Will which among other items included the following:

And the residue of my estate I do hereby give and bequeath unto my father, Theophilus Eaton, Esq., Mr. John Davenport, Mr. J. Cullock and Mr. William Goodwin in full assurance of their Trust and Faithfulness in disposing it according to the intent and purpose of me Edward Hopkins

⁶¹ Lydia A. Caldwell, Our Honored Seminary, p. 2.
⁶² Henry Barnard, op. cit., 27 (1877), p. 128.

⁶⁰ Fortieth Annual Report, Massachusetts Board of Education, p. 238.

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61 Lydia A. Caldwell, Our Honored Seminary, p. 12.
62 Henry Bernard, op. cit., 37 (1877), p. 128.

which is to give some encouragement unto those foreign Plantations for the breeding of Hopefull youth in the way of learning both at ye Grammar School and Colledge for the publick service of the Country in future times.

My further mind and Will is That within six months after the Decease of my Wife, five hundred pounds be made over into New England . . . and conveyed into the hands of the Trustees before mentioned in futher prosecution of the aforesaid publick Ends which in the Simplicity of my heart are for the upholding and promoting of the Kingdom of the Lord Jesus Christ in those parts of the earth.⁶³

Serious dissensions arose in the Hartford church. Mr. William Goodwin, one of the trustees, finding it unpleasant to remain, moved with others to Hadley, Massachusetts. When then the provisions of the Hopkins Will were acted upon, three schools were established; one in Hadley, the other two in Connecticut, at Hartford and New Haven. Interest, perhaps, in ministerial education caused a further division of the funds, for "Mrs. Hopkins lived until 1699 and the gift of five hundred pounds was obtained, not by the schools of New Haven and Hadley to which it belonged, but by Harvard College and Cambridge Grammar School, 1710."⁶⁴ For the purposes of this dissertation it is sufficient to note that the HOPKINS SCHOOL IN CAMBRIDGE (Incorporated in 1827) was a classical school. Earlier it had been known as a Grammar School which had been interpreted by the Court to mean such "as existed in New England in the Sixteenth Century".⁶⁵

⁶³ Charles P. Bowditch, An Account of the Trust of Edward Hopkins (Printed 1889), pp. 6, 7.

⁶⁴ Sylvester Judd, History of Hadley (Northampton: Metcalf and Co., 1863), p. 56.

⁶⁵ Report of Cambridge School Committee 1885 (Cambridge: H. E. Lombard, 1886), p. 45.

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THE HOPKINS SCHOOL AND ACADEMY OF HADLEY (Incorporated in 1816) partook more than the Cambridge School, of the nature of a Free School or Academy. In 1666 the town had given it an additional fund -- sixty acres of land, and in 1675 an individual bequest had been made to it. With these funds, a mill was built for investment, but this was burned by the Indians in September 1677. The people of the town then realizing that much ^{that} remained of the estate was what the town had given, concluded to manage the school as an English School; changing it from a Grammar School, "Rev. Mr. Russell

Rev. Mr. Russell and about a dozen others standing for the old plan, but a majority being eager and even passionate for a change. The matter found its way into the courts, disturbing the neighborhood, and was finally settled by the appeal to the Council House in Boston. 66

The settlement was in favor of Russell and the original scheme. That classical character it kept until it became an academy. In 1816 it was found that the fund "may be more conveniently and advantageously directed to the furtherance of the benevolent objects of the donor by establishing a body politics for the management of the same". The reason for this decision was that it had become increasingly hard to maintain a strictly grammar school type of instruction. Most of the pupils were taught only in the English branches. So an act

⁶⁶ F. D. Huntington, Address at the 200th Anniversary of Hadley (Northampton: Bridgman and Childs, 1859), p. 47.

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to incorporate the Trustees of Hopkins Academy was passed by which it was provided that "there shall be established an Academy in the town of Hadley upon the foundation of Hopkins Donation School".⁶⁷ The catalogue of 1818 (a broadside) showed that the school had both boys and girls in its student body of ninety-nine. The trustees numbered nine of which three were ministers, three deacons, one a doctor, and two designed esquire.

The expediency of finding adequate educational opportunity for their children aroused the parents of some twenty-five ^{children} ~~parents~~ in Marblehead to found THE MARBLEHEAD ACADEMY (Incorporated 1792). These parents discovering the schools overcrowded,⁶⁸ formed an association late in 1788. A building having been put up in 1789, a most interesting preceptor, Mr. William Harris was secured. Mr. Harris, says Mr. S. Roads, was "a gentleman who had been studying medicine with a physician in Salem".⁶⁹ However the writer in the Salem Register, October 2, 1879, in a historical review, says that Mr. Harris was "then rector of St. Michael's church and afterwards president of Columbia College" -- he may, in fact, have been both. From the first, this Academy featured its "Exhibitions".⁷⁰ The following is a newspaper account:

⁶⁷ Henry Barnard, Op. cit., p. 154.

⁶⁸ History of Marblehead (MS). See Photostat No. 9, p. 143.

⁶⁹ Samuel Roads, Jr., The History and Traditions of Marblehead (Boston: Houghton, Osgood and Co., 1880); p. 206.

⁷⁰ See typical program, Photostat No. 14, p. 197.

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⁶⁷ Henry Barnard, op. cit., p. 154.
⁶⁸ History of Marlborough (MS). See Photostat No. 2, p. 15.
⁶⁹ Samuel Roads, Jr., The History and Traditions of Marlborough (Boston: Houghton, Osgood and Co., 1880), p. 208.
⁷⁰ See typical program, Photostat No. 1, p. 107.

Last Thursday evening, the pupils of Mr. Harris, Preceptor in the Academy at Marblehead gave a very pleasing Theatrical Entertainment to a large and brilliant company of the friends to the education and improvement of youth. The performance began with a sensible address on the subject of education. A variety of dramatic and other pieces followed which were performed with remarkable ease and propriety, and excited the most unreserved marks of pleasure and approbation in the audience. The Tragedy of George Barnwell and the Comedy of the Commodore's Return, closed the exercises. The specimens of improvement exhibited by the youth in the several branches of science taught in the Academy afforded the strongest proof of the utility of the institution, of genius in the pupils and unremittant care and attention of the Preceptor.⁷¹

The exhibition reported the year before had also been enthusiastic. But all was not well. The School needed endowment to give it permanency, and a firmer scholastic standing. Less attention was being given "to solid and useful literature than to that which was ornamental and showish", and corrupt morals were evident.⁷²

For a remedy of these evils, the Academy was incorporated "for the promotion of piety, religion and morality and for its education of youth in the liberal arts and sciences, and all other useful learning".⁷² The same historian feels that Academies were not unmitigated bliss, for they tended to foster neglect of the public schools on the part of the parents whose children attended the Academy. However it was the only school in Marblehead where Latin and Greek could be acquired and where girls were admitted on an equal footing

⁷¹ Salem Gazette, January 26, 1790.

⁷² History of Marblehead (MS). See Photostat No. 10, p. 144.

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"ca" "ful Protector" N.

The Education of the rising Generation was always an object of importance in the view of this Town; but sad experience convinces us of the Truth of that adage

"Inter arma, silent leges" Academicus
And, as the inhabitants were recovering from the embarrassed situation in which the War had left them they renewed their care & attention to the interesting concern. About the beginning of the year 1788 the parents of four or five ^{and} twenty youths in Town observing that the public Grammar School and writing schools upon private establishments were so much crowded with scholars, that their children could not have the attention of the masters, however ^{well} qualified they might be for their respective departments, that they conceived necessary for the children making such progress in literature as might naturally be desired & reasonably wished for. They had in contemplation & formed a design of procuring a preceptor to teach their children only, reading, writing, english Grammar, the Latin & greek languages, arithmetic, accounts, geography, music, rhetoric, the art of speaking, &c and at the same time to instill into their minds virtuous & religious principles; whereby they might become useful members of Society. Out of their number they selected certain persons as their Trustees, to carry their design into execution by procuring a proper person for a preceptor & engaging him a suitable salary, providing a proper place for attending the instruction of the pupils, and

CONDITION
OF THE
GRAMMAR
SCHOOL

FIRST
MOVE TOWARD
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ACADEMY

MANUSCRIPT HISTORY OF INDEPENDENT

CONDITION
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GRAND
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FIRST
MOVE
IN
ACADEMY

and to regulate the School respecting the instruction & government thereof. And to these Trustees, the parents of the pupils were to pay their proportion of the charges, quarterly. The Trustees of this Institution exerted themselves, opened the School, & applied to it, the name of the Academy. In the beginning of the year 1789 a number of public spirited persons, among whom were some, if not all, of the Trustees of the Academy, with great dispatch erected an elegant building; one part of which being accommodated to the purposes of a school and being hired by the Trustees with that view, the scholars moved into this Edifice on June 30, and the building then took the name of Academy Hall. Academical exercises were publicly exhibited, to very general satisfaction; particularly on Jan. 21. 1790, when was a theatrical entertainment very pleasing to a large & brilliant company of friends to the education & improvement of youth. The specimen of improvement exhibited by the youth in the several branches of sciences, taught in the Academy, afforded the strongest proofs of the utility of the institution, & of genius in the pupils, and of unremitted care & attention in the Preceptor. The School, however, without any endowment, and supported by a quarterly contribution of the pupils, and therefore too much dependent upon their inconstant humours, promised but a short duration; not to mention that there was less attention given to true solid & useful Literature than to that which was ornamental & showy; and, this too of such kind as had too great a tendency to corrupt the morals: inasmuch that instead of a virtuous & religious education, expected to be exemplified in the pupils of this school, they were in respect of their manners the most disorderly of any youth in the Town. There was a remedy provided for all these evils, when on Nov. 17. 1792 the Senate & House of Representatives in General Court assembled incorporated this Academy for the promotion of piety religion and morality & for the education of youth in the liberal arts & sciences, and all other useful learning.

That a suitable number of Academies are of common benefit, must be obvious to every one who has regard to the prosperity & happiness of a free people;

But,

CALLED
"AN
ACADEMY"
A
BUILDING
ERECTED

REASONS
FOR
INCORPORATION

THE
ACT OF
INCORPORATION

PHOTOSTAT (No. 10)

MANUSCRIPT HISTORY OF MARBLEHEAD (1)

CALLER

"AN"

ACADEMY

A

BUILDING

ERECTED

REASON

FOR

INCORPORATION

THE

ACT OF

INCORPORATION

But, does it not admit of a question, what is the suitable Number? One in each County may be of unspeakable benefit. While a more public Education seems requisite for the accommodation of the learned professions, the Academical line is amply sufficient, not to say fully equal, in all other callings from the Merchant or Independent Gentleman downwards; The honour of a University are indeed desirable; but in many instances the former has been useless, as well as lavish. General dissemination of knowledge & virtue among all classes in society, the least as well as the highest, is an object of very great magnitude; as Academies are multiplied, the benefit becomes less. The education of children in the earlier stages of life, and establishing just principles in their tender minds, is in danger of being wholly neglected; partly, because the penalties to which Towns are subjected in case of their not procuring & supporting School-Masters are much too small; they rather tend to invite neglect, than to insure compliance with the law; were these penalties raised to such a degree as to be nearly equal to the decent support of a Master, the preference would be decidedly in favour of supporting the school, rather than incur the odium that would be attached to the neglect of a duty of the last importance; and partly, from the richest & most wealthy persons in a Town not being so deeply interested, by means of their own children being accommodated at the Academy in the town, or in the vicinity of it. This Town had ever accommodated themselves with a Grammar School, that is, a School under the care of an instructor, capable of teaching the Latin & Greek languages; this School consisted of from 100 to 200 pupils; of which number for many years from 10 to 20 were Grammar Scholars so called. In the winter season, when was the greatest number of pupils, it was sometimes necessary to call in the aid of an Usher, or Assistant; and, even in such case the Instruction could boast of nothing more than of having done as well as they could; indeed nothing more could reasonably be expected. In the year 1792 they addressed themselves to improvements in care of the rising generation; the persons interested in the Academy already mentioned not so availing themselves of their own solitary & separate establishment as to check an ardent zeal for the general good. The

DOUBTS
THE
VALUE
OF AN
ACADEMY

DOUBT
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VARE
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MANUSCRIPT HISTORY OF INKBLHEAD (2)
PHOTOZ AT NO. 11

with boys. In a "Collection of Lessons and Hymns" used in the Academy in 1807, there were both morning and evening devotional selections, and also lessons for each day of the week. Even such a purely secular academy as Marblehead, was strongly flavored with religious purposes. The following excerpt from this "Collection" reveals the type of religious advice there given:

Very many are the evil consequences of going into the world full of temptations and dangers which of ourselves we could neither foresee nor escape. Whoever considers this and the infinite mischiefs that may follow will never venture abroad without prayer for God's guidance, protection and blessing every morning of his life.⁷³

WESTFORD ACADEMY (Incorporated, 1793; Opened 1792) was the culmination of the efforts of a fairly large group of educationally-minded persons, aided by the liberal support of Zaccheus Wright, Esq. This educational consciousness, thought Judge Hall of Wilmington, Delaware, was in great part the result of the stern action of his grandfather, a minister in Westford, in having the town "presented" for not providing the required schools. This interest in education, in turn, he thought "led to the institution of an Academy in the town in 1792 although the town in wealth and population was inferior"⁷⁴ The founders of the Academy hoped "to encourage

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the means of all useful science and literature", and to "render the instruction of youth as free and little expensive as possible".⁷⁵ Among other arrangements, the trustees provided that the school "should be free to any nation, age, or sex provided that no one should be admitted a member of the school unless able to read in the Bible readily without spelling".⁷⁶ The first preceptor, Levi Hedge, a graduate of Harvard remained two years and then returned to Harvard as a tutor. Westford Academy strikingly illustrates the handicap under which the Academies worked in frequent changes of preceptor, and also the emergence occasionally of a creative genius among the preceptors. This picture will become clearer by the presentation of a list of the preceptors:

Levi Hedge (Harvard) 1792-1794
 Samuel Thatcher (Harvard) 1794-1795
 Amos Crosby (Harvard) 1795-1798
 John Abbot (Harvard) 1798-1800
 William Warren (Dartmouth) 1800-1802
 Benjamin Stone (Harvard) 1802-1803
 Henry Putnam (Harvard) 1803-1804
 Benjamin Ames (Harvard) 1804-1805
 Joseph Hovey (Harvard) 1805-1806
 Benjamin Burge (Harvard) 1806-1807
 Joseph Tufts (Harvard) 1807-1808
 Nathum Houghton Groce (Harvard) 1808-1822
 Charles Philip Huntington (Harvard) 1822-1823
 John Wright (Harvard) 1823-1825
 Allen Putnam (Harvard) 1825-1827
 Charles Rollin Kennedy (Harvard) 1827-1827
 Ephraim Abbot (Harvard) 1828-1837

77

⁷⁵ Catalogue of Westford Academy, 1870, p. 9.

⁷⁶ Fortieth Annual Report, Massachusetts Board of Education, p. 242.

⁷⁷ Edwin R. Hodgman, History of Westford (Lowell: Morning Mail Co., 1883), p. 319.

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77

Nahum H. Groce, though handicapped by lameness, became famous as an administrator, making Westford Academy well known. The Academy was the rallying center for the community. Its exhibitions were all day affairs, attended "with great eclat".

As in the case of Westford Academy, NEW SALEM ACADEMY (Incorporated and opened in 1795) was founded through community effort on the part of the educated persons. Definite action resulted from the fact that there was an old "meeting-house" in the Town Center which had to be disposed of by action of a town meeting. An interested committee was appointed to report on the expediency of erecting an Academy. During 1795 and 1796, financial support to the extent of \$5800 was given by citizens.⁷⁸ During the first term some thirty-five young people -- both sexes -- attended. The Academy, as in the case of the Academies in general, was supported by the prominent persons for miles around. Out of its student body came many future leaders for the community and the state.

The ruling of the Board of Trustees in 1795 against Corporal Punishment is characteristic of the Academies. While the statement given among the rulings of Friends Academy at New Bedford is also clearly characteristic, the New Salem rule is so specific that it is quoted here as the "discipline

⁷⁸ Historical Statement in New Salem Sesqui-Centennial (Athol: Transcript Book and Job Print, 1904), p. 25.

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philosophy" of the Academies:

13. To enforce these laws and secure obedience to them, no corporal punishment shall be inflicted, but admonitions shall be administered at the discretion of the Preceptor, in private or public, as the nature of the case in his judgment may require. When admonitions are unsuccessful, fines may be laid to punish crimes and neglects, to be paid into the treasury for the use of the school [Notice sent to parents] not exceeding fifty cents or less than five cents; and in the case of obstinacy they may be expelled after reasonable notice given to the parents and consent of five trustees with preceptor.⁷⁹

MILTON ACADEMY (Incorporated 1798, Opened 1807) also had its origin in a town meeting. In the following account, it is to be noticed that the action of the State in providing lands in Maine encouraged favorable action:

At a legal meeting held in Milton, May 2, 1797 the fourth article in the warrant case came under consideration: 'To see if the town approve of and desire the establishment of an Academy therein for the instruction of children and youth in the various branches of literature.' The Town voted, 'that they were willing that an Academy should be erected in the Town.' The fifth article of the warrant was as follows: 'To see what measures the inhabitants of the Town will adopt for the establishment of an Academy for the purposes above expressed, and to obtain the benefit of an appropriation made by the General Court, for the establishment of an Academy in Norfolk County, and to take such measures as may be thought expedient to further the design of the two resolves passed at the last session of the General Court relative to that subject.' Voted 'that Edward H. Robbins, Esq., Dr. Amos Holbrook, Mr. Isaac Davenport and Mr. J. Smith Boies, be a committee' to procure subscriptions for the purpose of obtaining an Academy on the benefit of the appropriation made by the General Court.'⁸⁰

⁷⁹ Eugene Bullard, History of New Salem Academy (No place of printing, 1913), pp. 21, 22.

⁸⁰ History of Milton Academy (Boston: David Clapp and Sons, 1879), pp. 5 and 6.

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 80 History of Milton Academy (Boston: David Clapp and
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 79 Eugene Bullard, History of New Salem Academy (No

General Court, '80
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The subscription amount was met, but the General Court asked the committee to tour the neighboring towns, to discover what they wished to do in the matter of establishing academies. They visited eight towns in the county, reporting that these towns were willing that Milton be the place for the county academy. The legal matters were tended to successfully and a building erected (1807). The curriculum written by three well educated ministers -- Dr. Thacher, Dr. Porter and Dr. Harris -- had a classical and college preparatory bias. The following items show its trend:

Lower Class: English Grammar; Adam's Latin; Making Latin; Gloucester Greek Grammar; Writing; Arithmetic.

Second Class: Virgil; Greek testament English.

"They shall also be taught to read the best English authors in prose and poetry, in such portions of their time as shall least interfere with their other studies."

Third Class: Virgil, Sallust, Grammar, Arithmetic.

Fourth Class: Review of Books for College Examination.

Also other studies as time permits: Astronomy, Surveying, Locke on Understanding. 81

Students could take just the English courses, however, and a notice stated that French would be added as soon as possible. Rev. Thomas Thacher in his dedicatory speech indicated the prominent place English Grammar should be assigned in the curriculum.⁸² In the same address he urged education by

⁸¹ Ibid., pp. 18 ff.

⁸² See Photostat No. 12, p. 152

The subscription amount was met, but the General Court asked the committee to tour the neighboring towns, to discover what they wished to do in the matter of establishing academies. They visited eight towns in the county, reporting that these towns were willing that Milton be the place for the county academy. The legal matters were tended to successfully and a building erected (1807). The curriculum written by three well educated ministers -- Dr. Thatcher, Dr. Porter and Dr. Harris -- had a classical and college preparatory bias. The following items show its trend:

Lower Class: English Grammar; Adam's Latin; Making Latin; Gloucester Greek Grammar; Writing; Arithmetic.

Second Class: Virgil; Greek testament English. They shall also be taught to read the best English authors in prose and poetry, in such portions of their time as shall least interfere with their other studies."

Third Class: Virgil, Salust, Grammar, Arithmetic.

Fourth Class: Review of Books for College Examination. Also other studies as time permits: Astronomy, Surveying, Locke on Understanding. 81

Students could take just the English courses, however, and a notice stated that French would be added as soon as possible. Rev. Thomas Thatcher in his dedicatory speech indicated the prominent place English Grammar should be assigned in the curriculum.⁸² In the same address he urged education by

attendance upon Schools, rather than a pick up education, citing Benjamin Franklin as one who associated himself with the formally educated persons. Though boys would naturally outnumber girls in such an institution, there were girls in attendance.

During the ten years of the Preceptorship of the first Preceptor, Reverend Warren Pierce, the Academy had its greatest success. As a Harvard graduate, supported by Harvard minded trustees, Mr. Pierce made Milton the center for Professional men, for a large territory, and trained the students successfully for Harvard. Financial difficulties were always present. The tuition did not pay the preceptor's salary -- \$800, a year, the first five years. Tuition and the use of the "farm" were the terms to the preceptor after that. Preceptors succeeding Mr. Pierce were not so fortunate in the amount of tuition received. Finally for a year -- 1828-1829 -- the school was suspended and new arrangements made. During its first twenty years, the highest number of students attending any one term was forty-one, despite its reputation as a classical school of the first order. Perhaps Dr. Thacher's desire to have quality rather than quantity, and his fear of two of the most inviting features of Academies -- a broad curriculum and a popular preceptor (which he had warned against)⁸³ -- kept the attendance low and select.

⁸³ Thomas Thacher, A Discourse for the Dedication of the Academy at Milton (Dedham: H. Mann, 1807), p. 20.

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FOR THE DEDICATION OF THE ACADEMY SEPTEMBER 9, 1807

(18)

We have not time to enumerate the various branches of knowledge in which we propose the Youth in this Academy should be instructed. We take the liberty to suggest, however, that all other parts of literature ought to be prefaced with a correct and theoretical acquaintance with the Grammar of our own language. From what experience I have had in duties of this nature, I scruple not to affirm, that the time spent by a youth in learning the English language, is the most direct and expeditious method of preparing him for any College or University. To this, it scarcely need be added, that a thorough acquaintance with arithmetic is the basis on which a true knowledge of mathematics, geography, natural and experimental philosophy are founded. We hope that no modern theory or affectation of improvement, will ever so far prevail in our Academy as to lessen the moment of † classical literature, as a branch of instruction. For besides this important acquirement, that the Greek and Roman languages are the key necessary to unlock the technical terms of all the arts and sciences—a picture is drawn of the greatest and best uninspired men,

given not only to those who excelled in the sciences; but in those bodily exercises we have just named. Why might not, in places where an affair of this kind was practicable, the military exercise be added? It would fit them for duties to which they are called by the laws of their country. I know it will be replied to these remarks "That boys want no law or incitement to play." Very true: But as activity and exercise are very important to preserve the health of the student, it would be happy, if these could be converted to some valuable purpose or study in future life.

† The indifference and neglect, with which this last named branch of instruction is treated, is a subject of regret to every friend of real learning: For whatever may be urged to the contrary by superficial pretenders to science, we well know that no really great man in learning or science, but has been either directly or mediately acquainted with these languages. Every Physician or Lawyer must read the technical terms of his profession either in these languages or through the medium of a translation; if in the latter, it will be impossible for him to have so just a conception of their meaning as if he had the same from the original.

EMPHASIS
ON

ENGLISH

GRAMMAR

AND

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ARGUMENT

FOR

CLASSICAL

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FOR THE DEDICATION OF THE ACADemy SEPTEMBER 9 1867

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LAWRENCE ACADEMY, Groton (Incorporated and Opened in 1793 as Groton Academy -- changing its name in 1846 to honor its greatest benefactors, William and Amos Lawrence⁸⁴) was located in a town which some dozen years before its opening, had had a record of being "presented" for not having a Grammar School. But the prominent men of the community set in motion plans for an academy. By the act of incorporation, the Board of Trustees must consist of not less than nine nor more than fifteen trustees, and of them, the major number must come from out of town., The high quality of men who participated in these Boards of the Academies, has already been noticed. The following list of the numbers of the first board of trustees will indicate the station in life these Board Members of Lawrence Academy occupied, will show the splendid reputation the Academy movement had, and will reveal the strong foundation on which Lawrence Academy was built:

Hon. Oliver Prescott, M.D., Groton
 Rev. Daniel Chaplin, D.D., Groton
 Rev. Zabdiel Adams, Lunenburg
 Rev. Phineas Whitney, Shirley
 Rev. John Bullard, Pepperell
 Rev. William Emerson, Harvard
 Hon. Joseph Stearns, Lunenburg
 Col. Henry Bloomfield, Harvard
 Hon. James Winthrop, L.L.D., Cambridge
 Col. Henry Woods, Pepperell
 Major Joseph Moors, Groton
 Dr. Oliver Prescott, Groton
 Hon. Samuel Dana, Groton
 Hon. Timothy Bigelow, Groton

85

⁸⁴ Fortieth Annual Report of Massachusetts Board of Education, p. 250.
⁸⁵ Ibid., p. 254.

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 Col. Henry Bloomfield, Harvard
 Hon. James Winthrop, L.I.D., Cambridge
 Col. Henry Woods, Pepperell
 Major Joseph Moore, Groton
 Dr. Oliver Prescott, Groton
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 Hon. Timothy Bigelow, Groton

The initial subscription for the establishment of Lawrence Academy was made in terms of shares -- five pounds to a share.⁸⁶ Early records are lacking, but an advertisement in the *Columbian Sentinel*, May 25, 1793 gives a conception of the purposes of the School:

Publick School in Groton

This is to give notice that a Publick School is now opened in Groton for the education of youth of both sexes -- in which school are taught English, Latin and Greek languages, Writing, Arithmetic, Geography, the Art of Speaking, the Practical Geometry and Logic.

The school at present is committed to the care and instruction of Mr. Samuel Holyoke.

No less attention is paid to the moral than to the literary improvement of the youth⁸⁷

Unfortunately the preceptors changed about annually. A notable exception is that of Mr. Caleb Butler (1802-1810; 1812-1815). During the first two decades, the preceptor taught all the classes. However a preceptress was employed during the summers of 1807 and 1808.

The opening of WESTFIELD ACADEMY (Incorporated 1796 [40th Annual Report gives it as 1793]), opened 1800) is described by one who was present as follows:

Westfield Academy was coeval with the commencement of the present century. Its founders having previously obtained a charter of incorporation from the legislature of Massachusetts, and a grant of land in the then district of Maine, as a partial endowment, and having erected and completed a commodious and for these times elegant Academy

⁸⁶ Caleb Butler, History of the Town of Groton (Boston: T. R. Marvin, 1848), p. 228.

⁸⁷ General Catalogue, 1793-1893; account of 90th Anniversary, p. 161, 162.

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The preceptors were employed by the year. Usually they were inexperienced recent college graduates, and many of them were using the preceptorship as a stepping stone to the ministry. The following enumeration given by Emerson Davis in 1826, then preceptor but later a minister himself is of interest: "The following gentlemen have been Preceptors.

Those in italics [here underscored] are now clergymen: Peter Starr, Henry C. Martindale, since a member of Congress, Lyman Strong, Alfred Perry, M.D., Horatio Waldo, Saul Clark, Theodore North, Sylvester Seldon, Francis L. Robbins, Samuel M. Emerson, Alfred Stearns, Charles Jenkins, Stephen Taylor, Flavel S. Gaylord, George W. Benedict, now professor of mathematics in Vermont University, Elnathan Gridley, now missionary to Palestine, Alvan Wheeler, M.D., Emerson Davis first term and Parsons Cooke. All are graduates of Williams College except Elnathan Gridley who graduated at Yale.⁸⁹

The catalogues of Westfield Academy indicate that the student body was about evenly divided between the "male" and the "misses" (as the girls are designated in the manuscript catalogue of 1813). Up to 1826, three thousand had been educated there, its success partly due to the interest the town took in the institution.

⁸⁸ Peter Starr, Address at a meeting of the Present and Former Pupils (Northampton: John Metcalf, 1844), p. 4.

⁸⁹ Emerson Davis, Historical Sketch of Westfield (Westfield: Joseph Root, 1826), pp. 18, 19.

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DEERFIELD ACADEMY (Incorporated 1797; Opened 1799) was instituted by interested citizens to provide a better education of secondary nature than was to be secured from the town schools. To a man extensively traveled, everything in such a small town as Deerfield looked small. Mr. Rodolphus Dickinson,⁹⁰ in his history of 1815, took to account a Mr. Kendal who, he said, writes about Deerfield Academy in this manner, "'In this village, there is a building of red brick called the Academy and which is attended by about twenty scholars of both sexes. But the Academy has no funds for its support" To this Mr. Dickinson replied that the Academy had received funds both from its Maine land grant and from donations -- about \$3000 -- of its interested citizens; that the library consisted of between 200 and 300 volumes; the building had been enlarged; that during its initial prosperity, it had nearly one hundred in attendance; that though it had declined, it was now on the upward trend. This interesting academy began its career with a dependence for its success on the popularity of the preceptor, a sentiment expressed at its opening ceremonies by Rev. Roger Newton, as follows:

Upon this occasion, in the name of the trustees I commit you Mr. Brownson [Bronson], the Key of the academy and the office of Preceptor. And you, Sir, being thus introduced into this seminary, in its infancy, to begin

⁹⁰ Rodolphus Dickinson, A Geographical, Statistical and Historical View of Deerfield, (Deerfield: Graves and Wells, 1815), pp. 23, 24.

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FRAMINGHAM ACADEMY (Incorporated 1799; Opened 1792) was the incorporation of a School built by Reverend David Kellogg and twenty-two associates in 1792, and known as "The Brick Schoolhouse in Framingham". The object of the school "as stated in its constitution was 'to disseminate piety, virtue and useful knowledge; and establish a Grammar School in said town as a School of Liberal Arts and Sciences. . . . Every branch of science shall be taught in said school, which is conducive to private benefit or of public utility and importance Children of both sexes shall be admitted upon equal terms'"⁹² In 1798, the town bargained with the legislature that in exchange for a gift of \$1000 to the school, the town would be exempted from maintaining a Grammar School, and at the same time incorporation of the school as an academy was asked for. In 1824 the bargaining was declared illegal. But the Academy remained as it had been an important factor in the town as a cultural institution. At this Academy, Cyrus Peirce, later known as the "father of the Normal School" received his preparation for college.

⁹¹ Joseph Lyman, The Advantages and Praises of Wisdom (Greenfield: Francis Barker, 1799). Found in account on p. 19.

⁹² D. Hamilton Hurd, op. cit., Vol. III, p. 638.

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92 D. Hamilton Hunt, op. cit., Vol. III, p. 658.

BRIDGEWATER ACADEMY (Incorporated 1799; Opened 1800) was projected and incorporated as a County Academy. Its Board of Trustees was enlisted from the neighboring towns as well as from Bridgewater, and its student body, especially those who wished to prepare for Harvard College, represented many communities of the county. Two brothers, Isaac and Nathan Lazell donated a lot of land on which an academy building was erected. Though the term of each preceptorship was short, the school prospered, for the preceptors were men of ability, and of ambition. A short account will make clear the type of men serving the academy:

July 4, 1800, Rev. Zedikiah Sanger was chosen Preceptor of the Academy, and the school immediately commenced under very favorable circumstances, Mr. Sanger having been long known as a good linguist and an experienced teacher. He continued to perform the duties of the office for two years and then declined another election. Zechariah Eddy was chosen his successor. He had been three years, preceptor of different Academies in Connecticut. At the year's end he declined serving further and Mr. John Reed, Jr. was chosen preceptor, a graduate who had received first honors of his class and who did not disappoint the expectations of the trustees. Several years after he was elected representative in congress and afterwards Lieutenant Governor of the Commonwealth . . . 93

The low compensation in this instance, as has been noted in the case of others, is the principal reason for such frequent changes. The school had a "female department" and a preceptress. The 1823 catalogue (a broadside) shows an attendance

⁹³ Historical Notice of the Bridgewater Academy (Boston: A. W. Dutton and Son, 1859), pp. 12, 13.

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of thirty-three "masters" and thirty-two "misses".

The Academy movement having established itself in widely scattered communities by 1800, continued to spread out from these during the next decades. A study of this spread will now be carried on from this point, by noting group development, and not therefore attempting to hold rigidly to chronological order. Co-educational academies had introduced the "female" population successfully to academic life. Then the development of the distinctly "female" academy began.

The earlier schools listed as "Female Academies" or "Seminaries" were but private schools of the more ambitious nature, and were temporary in nature. Such undoubtedly was the MIDDLESEX FEMALE ACADEMY, Concord, which seems to have been incorporated in 1806, but of which no trace can be found aside from the mention of successful private schools for girls in Concord.

In the year 1806 a number of citizens of Pittsfield became interested in a very successful and "select" female school superintended by Miss Nancy Hinsdale. They erected a building for the school, 1806, and in February, 1807, procured an act of incorporation, under the name of PITTSFIELD FEMALE ACADEMY. Miss Hinsdale continued to head the school until 1813, with forty girls in attendance a term, at the beginning of the period, and more than eighty at its close. There followed a succession of principals with varying success. In 1826, a large three story brick building was erected for the

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Principal, with accomodations for the pupils "from abroad". In 1827^a a man became the principal, assisted by "female" teachers. "The pupils, collected from the town and vicinity, from different and some from distant parts of the country, varied in number from ninety to one hundred."⁹⁴ A Reverend Eliakim Phelps who had been pastor in Brookfield and the first principal of the West Brookfield Female Seminary, became principal in Pittsfield in 1827. In addition to the English course, the pupils who wished them, studied Latin, Greek, French, and music. "They were particularly instructed in morals and religion, and the influences of the Spirit, in repeated instances, accompanied their labors."⁹⁴ A report given Miss Cordelia Tyler, July 18, 1829 compliments her as "exceptional", yet under the item "most obvious fault", tells her, she lacks in resolution in pronouncing French.⁹⁵ The Rev. Eliakim Phelps, mentioned above had been dismissed from his pastorate to assume the Principalship of the WEST BROOKFIELD FEMALE SEMINARY (Incorporated and Opened in 1826). It excelled as a Girls' School for a few years, but in 1830, lacking endowment, had to give up its existence.

The memory of a successful Female Private School conducted by Mrs. Susannah Rowson, daughter of a British

⁹⁴ David D. Field, History of Pittsfield (Hartford: Case, Tiffany and Burnham, 1844), p. 28.

⁹⁵ Report in Harvard University, Educational Collections, (MS).

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officer, about 1807, at Newton Corners seems to have left hopes in Newton for a well established academy for girls. Mrs. Rowson was an accomplished author, a brilliant personality.⁹⁶ She taught mostly the art of manners and the decorative subjects. She had also conducted a successful "Academy" in Boston (Medford). In September 1830 interested persons met to consider the launching of a similar Academy -- NEWTON FEMALE ACADEMY (Incorporated 1830; Opened 1831). A Mr. Rice who was conducting a successful private school for boys sold the sponsors of the Female Academy, a site for the nominal sum of fifty dollars. A Miss Leach was secured for preceptress and the school was opened in 1831. A year later it was enlarged to include boarding pupils, but the venture did not continue beyond 1834.

In a history of Greenfield dating from 1838, the author states that the GREENFIELD YOUNG LADIES SCHOOL (Incorporated and opened 1828) had up to that time been under the care of but one Preceptor, Rev. Henry Jones, a graduate of Yale.⁹⁷ The catalogue of 1828-29 lists the faculty as follows:

Rev. Henry Jones, Principal
Col. Spencer Root, Steward

⁹⁶ Celebration of the 200th Anniversary of Newton, Mass. (Boston: Avery L. Rand, 1891), p. 67.

⁹⁷ D. Willard, History of Greenfield (Greenfield: Kneeland and Eastman, 1838), p. 174.

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 Rowson was an accomplished author, a brilliant personality. 96
 She taught mostly the art of manners and the decorative
 subjects. She had also conducted a successful "Academy" in
 Boston (Medford). In September 1830 interested persons met to
 consider the launching of a similar Academy -- NEWTON FEMALE
 ACADEMY (Incorporated 1830; Opened 1831). A Mr. Rice who
 was conducting a successful private school for boys sold the
 sponsors of the Female Academy, a site for the nominal sum of
 fifty dollars. A Miss Leach was secured for preceptress and
 the school was opened in 1831. A year later it was enlarged
 to include boarding pupils, but the venture did not continue
 beyond 1834.

In a history of Greenfield dating from 1838, the
 author states that the GREENFIELD YOUNG LADIES SCHOOL
 (Incorporated and opened 1828) had up to that time been under
 the care of but one Preceptor, Rev. Henry Jones, a graduate of
 Yale. 97 The catalogue of 1828-29 lists the faculty as
 follows:

Rev. Henry Jones, Principal
 Col. Spencer Root, Steward

96 Celebration of the 200th Anniversary of Newton, Mass.
 (Boston: Avery L. Rand, 1891), p. 87.
 97 D. Willard, History of Greenfield (Greenfield:
 Kneeland and Eastman, 1838), p. 174.

Assistant Teachers

Miss Nancy Kellogg, English branches

Miss Susan S. Pearce, French language

Miss Margarette H. Bradley, Music

Miss Jane DuM. Pigeon, Drawing, painting, ornamental needlework

This school at that time attracted students from the neighboring States as well. In the catalogue for 1836-37, it is stated that "The school is designed primarily for those who come from abroad", and to appeal to the parents of girls the following statement (found frequently in the advertisements of academies and in catalogues) is made: "We are in a quiet village remote from the temptations to mental dissipation which abound in our large towns." The "plan of education" published in 1829 is extensive -- descriptive of courses and argumentative. The disciplinary theory of education is uppermost. The acquisition of knowledge is placed second. Consequently the emphasis is on the abstract studies -- Algebra, Geometry, Philosophy, Logic. The physical sciences are valued for the training they give in observation. But Botany in addition is a useful form of relaxation. History is attempted only in brief outline. Foreign language is taught for the light it throws on our own, but French is "an indispensable accomplishment in a well educated female".⁹⁸ Morals, religion, worship and private devotions are not forgotten. Physical education receives much attention for "physical health and its attendant

⁹⁸ Outline of Plan of Education at the Greenfield High School for Young Ladies (Greenfield: Phelps and Ingersoll, 1829) p. 10.

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cheerfulness promote a happy tone of moral feeling and they are quite indispensable to successful intellectual effort."⁹⁹

But it is in the IPSWICH FEMALE SEMINARY (Incorporated 1828; Opened 1825) where Academy education for girls received its first wide spread notice. The building in which this school was operated, was erected in 1825 by a Joint Stock Co., incorporated for the purposes of instruction and study.¹⁰⁰ Upon its completion, Rev. Hervey Wilbur, known especially as a teacher of astronomy, aided by a number of "female" instructors opened a school for girls. Rev. James M. Ward followed with a school for both sexes.¹⁰¹ In 1828 the Misses Z. P. Grant and Mary Lyon were invited by the trustees of the building to transfer their Derry (N.H.) Academy to Ipswich. While Miss Grant was the official and responsible head of the Academy, Miss Lyon's presence part of the time relieved Miss Grant and permitted her to travel, in search for health. Miss Lyon too would absent herself for certain terms, usually winters when she conducted schools or taught in the western part of the state. The agreements drawn up between Miss Grant and the trustees are illustrated in the following:

The Trustees of Ipswich Academy on the one part and Z. P. Grant on the other agree as follows: Said trustees to permit Miss Grant to have their building for four years

⁹⁹ Ibid., p. 3.

¹⁰⁰ Henry Barnard (Ed.), op. cit., Vol. XXX (1880) pp. 593, 594.

¹⁰¹ Fortieth Annual Report, Massachusetts Board of Education, p. 283.

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Education, p. 233.
101 Fortieth Annual Report, Massachusetts Board of
pp. 292, 294.
100 Henry Barnard (Ed.), op. cit., Vol. XXX (1880)
99 Ibid., p. 3.

free of rent, saving to the property one room next to the street. . . .

Miss Grant to keep her school one year or more on the plan heretofore practiced by her with such improvements as she may find expedient from time to time, for promoting the great interest for which the institution is intended; the trustees pledging their aid and cooperation in carrying this great design.

This agreement to go into effect on the fifteenth day of April A. D. 1829

Dated at Ipswich
Nov. 19, 1829

Signed Daniel Fitse
George W. Heard
Ed. T. Kimball

For the Trustees

Signed Z. P. Grant 102

Under the leadership of Miss Grant and Miss Lyon the school prospered amazingly. The study course emphasized the "solid branches", and the thorough mastering of them. The method of work was pleasant.

There were no academic prizes or honors, unless a testimonial of having fairly completed the course may be called an honor. No individuals distinguished themselves by special literary exercises at the time of graduation. No kind of stimulus was ever applied to ambition. Nothing was done by principal or teacher that could foster a spirit of rivalry. There was no talk whatever about marks and rank. To none but the highest and purest motive did Miss Grant ever appeal. The love of knowledge, the desire for mental power, the duty of doing good, of these she had long felt the force. She knew how to apply these motives with great power. 103

Miss Grant was a companion to the girls, and a confidant.

Miss Lyon possessed the same social traits. The girls of the Seminary, before the end of their work usually expressed a

¹⁰² M.S. agreement at Essex Institute, Salem.

¹⁰³ Henry Barnard (ed.), op. cit., Vol. XXX (1880), p. 622.

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desire to be like their teachers, sharing their enthusiasm for education. The recitations were free discussions, connected with life problems, carried on with vigor, and with hints that there were more secrets to be explored later on. The public reward for the pupils came at the end of the year, when, in the closing exercises, each graduating pupil was granted recognition and, what was an innovation in girls schools, given a diploma. The religious life of the girls was nourished carefully. A Report on Religion in Ipswich Female Seminary states that the girls were all urgently invited to attend a "protracted meeting" in progress and that the number of hopeful conversions in both terms was about sixty.¹⁰⁴ The catalogue of 1834, Misses Grant and Lyon still in charge, gives a statement of the attitude which the institution holds toward mental and moral relationships:

The moral causes which act on the mind in early life ordinarily determine the future character. Education does not consist merely in acquiring knowledge, or in unfolding the reasoning faculties, or in cultivating the moral feelings, or in developing the physical powers, or in forming the manners; but in the pursuit of these objects combined:- or rather in rendering the mind the fittest possible instrument for discovering, applying and obeying the laws under which God has placed the Universe. The object of this institution is to aid young ladies of motive minds in educating themselves to answer the great end of their being, -- to enjoy and impart elevated happiness. ¹⁰⁵

¹⁰⁴ 104 Undated manuscript. From the time and the number given as attending the school, the manuscript may be dated about 1830.

¹⁰⁵ Catalogue of 1834, p. 16.

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The catalogue of 1874, Misses Grant and Lyon still in charge,

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The moral causes which act on the mind in early life

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does not consist merely in acquiring knowledge, or in

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¹⁰⁴ Undated manuscript. From the time and the number

given as attending the school, the manuscript may be dated

about 1870.

¹⁰⁵ Catalogue of 1874, p. 16.

The catalogue for 1839, the last year Miss Grant had charge, gives the student statistics as follows:

Average a year in Derry, for four years 79
 Average in Ipswich for eleven years 106
 The number of different pupils for the whole period is 1674, of whom 44 attended both schools.

Of that number 21 became missionaries

400 teachers in New England and Middle Atlantic States
 57 teachers in the West
 88 teachers in the South

With all these efforts for the education of girls somewhat known, it is natural to expect that an academy for girls with a campus on which to erect a group of permanent buildings would soon come to fruition. In ABBOT ACADEMY, Andover (Incorporated and Opened, 1829), the initial permanent girls Academy was opened. Interested persons posted the following notice in Andover.

Notice

Those persons who feel favorably disposed toward the establishment of a Female High School in the South Parish of Andover, are requested to meet at Mr. James Locke's on Tuesday evening, next the 19th inst. at 6 o'clock p.m.
 Andover, February 15, 1828 106

From this point on, events moved fast -- a board of trustees was elected, land on School Street finally selected, the building planned, and begun that year "after Thanksgiving". In 1829 the Academy building was completed. The type of difficulties encountered may be represented in the search for the right location.

106 Philena and Phebe F. McKeen, Annals of Fifty Years (Andover: Warren F. Draper, 1880), p. 3.

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Phyllis and Phoebe F. McKen, Annals of Fifty Years

The first site selected had not been universally approved. A lady, daughter of Mr. Adams, then Principal of Phillips Academy, writes 'It was the determination to put the new Academy on Main Street; but many Andover mothers were dissatisfied, as this was the street most frequented by Theologues and Phillips boys. My mother and Mrs. Stuart consequently drew up a petition requesting a change in location. Elizabeth Stuart (mother of Elizabeth Stuart Phelps) and I circulated said petition. When we had received a sufficient number of signatures, it was handed to the trustees who deemed the objections formidable.' 107

At the meeting which gave the approval to the "School Street location", it was announced that Mrs. Sarah Abbot of Andover would contribute \$1000 to the erection of the building and probably more.¹⁰⁸ The first board of trustees, seven in number, were men of prominence, as evidenced by the list:

Rev. Milton Badger, pastor, South Church
 Rev. Samuel C. Jackson, pastor, West Parish Church
 Samuel Farrar, Esq., treasurer of Phillips Academy
 Hon. Hobart Clark, State Senator
 Mark Newman, formerly principal of Phillips Academy
 Amos Abbot, member of Congress
 Amos Blanchard 109

Mr. and Mrs. Samuel Jackson were the ones who "originated the idea of having an exclusively girls school in Andover, 'so that the girls of Andover should have an equal opportunity with the boys.'"¹¹⁰ The school however was not local in its

¹⁰⁷ Annie Sawyer Downs, Abbot Academy (Boston: The New England Magazine, 1886), pp. 8, 9.

¹⁰⁸ Mrs. Abbot at her death (1847) left an estate valued at more than \$10,000 to the Academy. Other benefactors aided the school. See Henry Barnard, op. cit., Vol. XXX (1880) p. 597.

¹⁰⁹ Annie Sawyer Downs, op. cit., pp. 7, 8.

¹¹⁰ Letter (MS) to Mrs. Mary Jackson, Andover from Mrs. Sarah K. Smith.

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nature, for from the first both the student body and the faculty members represented many parts of the country. The first Principal was a man -- Mr. Charles Goddard of Yale. Male principals were continued until 1853 when Miss Nancy J. Hasseltine, a graduate of Bradford Academy, became its first woman principal.¹¹¹ Something of the atmosphere of the institution may be discovered in the following excerpt from a report:

May 6, 1829, Abbot Academy opened with eighty-five pupils, from the little ones who did not know their letters, to young women of eighteen and twenty. One who was there says 'Henrietta Jackson (afterwards Mrs. Dr. Cyrus Hamlin) sat at my left.' Another describes the three gifted daughters of Professor Stuart. . . . Mr. Charles Goddard, grandson of Dr. Langdon, president of Harvard University, was the first principal of Abbot Academy. He was tall and fine looking, with refined and polished manners. French and German were taught by Dr. William Gottlieb Schauffler, whose romantic history and extraordinary musical gifts had already attracted much personal interest, and whose^e after career has made his name a household word from the Shores of the German Ocean to the Straits of the Bosphorus. ¹¹²

The serious purpose of the school is expressed in the Constitution as follows:

The primary objects to be aimed at in this school shall ever be to regulate the tempers, to improve the taste, to discipline and enlarge the minds and form the morals of the youth who may be members of it. To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character for an immortal destiny shall be subordinate to no other care. Solid requirements shall always have precedence of those which are merely showy and the useful of these which are merely ornamental. ¹¹³

¹¹¹ This is the reverse of the experience of Pittsfield Female Academy where a woman was the Principal a score of years before a man was selected.

¹¹² Annie Sawyer Downs, op. cit., pp. 12-14.

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Closely allied with Abbot is BRADFORD ACADEMY (Incorporated 1804; Opened, 1803). It began as a co-educational school and continued as such until 1836 when "Father Greenleaf" retired -- and the "male" department which had for years been the smaller was closed. It appears that at the social gatherings in Bradford in the closing months of 1802, and the early months of 1803,¹¹⁴ the conversation centered around the possibility of erecting an Academy in Bradford as had been done elsewhere -- even as close to Bradford as Atkinson(N.H.) so that the young people could have the privileges of higher education at home. "Pride of place and views of economy seem both to have urged the measure."¹¹⁵ The following advertisement, appearing in the Haverhill Observer, May 27, 1803, summarizes the purposes of the school:

Bradford Academy

A new Academy is erected in Bradford, half a mile from Haverhill Bridge, under the care of the best instructors, and will be opened on Wednesday the first day of June, which contains two apartments, one for males, the other for females. In the male department will be taught the English, Latin, and Greek languages; reading, writing, geography, arithmetic, and all other necessary branches of School Education. In the Female will be taught reading, writing, English Grammar, arithmetic, embroidery, and all other forms of needlework together with drawing and painting. Boarding will also be very low, and every

¹¹⁴ Jean Pond, Bradford, pp. 45, 46, states that the important discussion was in December 1802, while in the Semi Centennial Catalogue, pp. iii and iv the date is put in March 1803.

¹¹⁵ Semi-Centennial Catalogue of Bradford Academy (Andover: W. F. Draper, 1879), p. iii.

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attention will be paid to form the minds of youth to virtuous and religious habits and secure them from every kind of immorality. 116

During the first few years the Preceptors remained approximately a year apiece -- graduates from other Academies, such as Exeter and Andover, and from college. In 1814 Mr. Benjamin Greenleaf of Haverhill whose early education had been secured at the Academy at Atkinson (N.H.), and college training at Dartmouth, was made permanent Preceptor -- remaining until 1826. About the same time Miss Abigail Hasseltine became Preceptress remaining such until at the retirement of Mr. Greenleaf, she became head of the school. Both of these personalities were dynamic, aggressive and energetic. Mr. Greenleaf was author of textbooks on Mathematics, an original thinker and an administrator. As educator, he was interested in "disciplinary subjects", and in training for college. In 1806 a revival under the leadership of the pastor of the local church swept the community. Its influence reached the Academy students, opening the way, which finally brought into prominence Rufus Anderson, Mrs. Harriet Newell and Mrs. Ann Judson as "Morning Stars of Mission".

In the year 1803, after the Bradford Academy had been built, a committee of citizens of North Parish, Andover -- a half dozen miles away -- came to Bradford to inspect the

116 Jean S. Pond, Bradford, A New England Academy (Bradford: Alumnae Association, 1930), p. 54.

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Academy building. With it as a model, FRANKLIN ACADEMY (Incorporated 1805 [in Fortieth Annual Report, 1803]) was erected. The persons who were instrumental in the forming of this academy had been conducting a school with a "liberal" curriculum called the "North Parish Free School". The Academy handicapped by lack of financial and student support (being in the "Academy" section so well served), was merged in 1827 with a private school. But a little galaxy of important persons had shared experiences there: "The first preceptor was Nathaniel Peabody and the first preceptress, the Elizabeth Palmer who won notice by her poems in the Haverhill papers, and who in due time married the preceptor and became the mother of Elizabeth Peabody, Mrs. Nathaniel Hawthorn, and of Mrs. Horace Mann."¹¹⁷ Later Mr. Cyrus Peirce whose early education had been secured at Framingham Academy became associated with Mr. Simeon Putnam in the conduct of the Franklin Academy.¹¹⁸ But Putnam was conservative in his educational views and the relationship was not pleasant. Mr. Cyrus Peirce returned to Nantucket where he was again to head a School (Academy), and later as head of the first Normal School became known as "Father Peirce". Of him, Horace Mann said: "He is on the whole the best teacher I have^{ever} seen in Europe or America."¹¹⁸ His philosophy of

¹¹⁷ Jean S. Pond, op. cit., p. 43.

¹¹⁸ Henry Barnard (ed.), op. cit., Vol. IV, (1857), p. 275.

Academy building. With it as a model, FRANKLIN ACADEMY (Incorporated 1805 [in British Annual Report, 1805]) was erected. The persons who were instrumental in the forming of this academy had been conducting a school with a "liberal" curriculum called the "North Parlane Tree School". The Academy handicapped by lack of financial and student support (being in the "Academy" section as well served), was merged in 1827 with a private school. But a little galaxy of important persons had shared experiences there: The first preceptor was Nathaniel Feabody and the first preceptress, the Elizabeth Palmer who won notice by her poems in the Haverhill papers, and who in due time married the preceptor and became the mother of Elizabeth Feabody, Mrs. Nathaniel Hawthorne, and of Mrs. Horace Mann.¹¹⁷ Later Mr. Cyrus Peirce whose early education had been secured at Framingham Academy became associated with Mr. Simon Putnam in the conduct of the Franklin Academy.¹¹⁸ But Putnam was conservative in his educational views and the relationship was not pleasant. Mr. Cyrus Peirce returned to Nantucket where he was again to head a School (Academy), and later as head of the first Normal School became known as "Father Peirce". Of him, Horace Mann said: "He is on the whole the best teacher I have^{ever} seen in Europe or America."¹¹⁸ His philosophy of

¹¹⁷ Jean S. Pond, *op. cit.*, p. 45.

¹¹⁸ Henry Barnard (ed.), *op. cit.*, Vol. IV, (1827), p.

education was given in an address in 1837. "Education" he said

is the development of all man's powers -- physical, intellectual and moral. It is the drawing out of them all in their just harmony and proportion. . . . It is the formation of character, the discipline of the intellect, and the building up of moral principle and moral power. Its aim should be to enable man to know, to do, to enjoy, all that his Creator intended he should know and do, enjoy, and be. . . . Now, the prosperity of a community is far more dependent on sound moral sentiment than on a high state of intellectual refinement. We want great men, we want learned men, but much more we want good men. 119

In 1797, Ebenezer Pemberton, A.M., L.L.D., came to Billerica and founded an Academy (Incorporated and opened in 1797) named BILLERICA ACADEMY. Mr. Pemberton had been a successful teacher in New Jersey and elsewhere, and had for a number of years been Headmaster in Phillips Academy, Andover. Billerica, being but a few miles from Andover, found it difficult to maintain another boys' school. The Academy was therefore enlarged and made co-educational, but was compelled to close in 1808.¹²⁰ During its brief existence, it trained some for college, many of whom became prominent. In 1820 a Mr. and Miss Whitman took charge of another Billerica Academy which continued until 1836.

Lynn, also an Essex County Town, established the LYNN ACADEMY (Incorporated and opened in 1805), a co-educational institution. Lacking funds its corporation "was dissolved by

¹¹⁹ Cyrus Peirce and others, An Address on Education (Providence: Knowles, Vose and Co., 1838), p. 4.

¹²⁰ Celebration of 200th Anniversary of Billerica (Lowell: S. J. Varney, 1855), p. 117 But Cf. Henry A. Hazen History of Billerica (Boston: A. Williams and Co., 1883), p. 257 which indicates the Academy existed fourteen years.

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120 Celebration of 200th Anniversary of Billerica
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an act of the General Court on the sixteenth of June 1817,¹²¹ but it seems to be in existence again after 1819. Samuel Newell (Newhall in Lewis' history), who later married Harriet Newell and went as a missionary to India, was preceptor of Lynn Academy in 1808. At that time, on account of very poor health, he was "unable to keep up a rigid discipline."¹²²

The citizens of Newburyport, established NEWBURYPORT ACADEMY (Incorporated and opened 1807). In this enterprising and well educated city,¹²³ schools had flourished for many decades. The Academy was co-educational, but in 1826 the "male" department was much the stronger. While the historian¹²⁴ states that the establishment of the Academy caused the decline of the grammar school (1826), the schools of the town then were in a splendid condition. The following statement of statistics (Academy figures not included) show all educational institutions strong:

From the returns of the school committee of Newburyport, it appears that the sum annually paid for the instruction merely of the public schools is \$2939. The number of children attending the public schools is 559 males and 510 females, in all 1069. Beside these, 33 private schools are taught in town containing 640 pupils of both sexes; the cost of tuition is \$4526. 125

121 Alonzo Lewis, The History of Lynn (Boston: J. H. Eastburn, 1829), p. 215.

122 Lewis and Newhall, History of Lynn (Boston: John L. Shorey, 1865), p. 370.

123 Mrs. E. Vale Smith, History of Newburyport (Boston: Damrell and Moore, 1854), p. 149.

124 Caleb Cushing, History and Present State of Newburyport (Newburyport: Y. W. Allen, 1826), p. 63.

125 Caleb Cushing, op. cit., p. 63.

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From the returns of the school committee of Newburyport,
it appears that the sum annually paid for the instruction
merely of the public schools is \$2939. The number of
children attending the public schools is 259 males and 210
females, in all 469. Beside these, 35 private schools are
taught in town containing 640 pupils of both sexes; the
cost of tuition is \$4526. ¹²⁵

¹²¹ Alonso Lewis, The History of Lynn (Boston: J. H.
Eastburn, 1829), p. 218.
¹²² Lewis and Newhall, History of Lynn (Boston: John L.
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¹²³ Mrs. E. Vale Smith, History of Newburyport (Boston:
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THE MERRIMACK ACADEMY, East Bradford (Groveland), (Incorporated 1822, opened late in 1821), another Academy in Essex County within a few miles of Dummer, Bradford, Franklin, Phillips, etc., was initiated by a group of citizens interested in higher education, and supported by subscriptions. Mr. Stephen Morse agreed to "keep the Academy" for a year, with "tuition of the scholars as his compensation", the trustees agreeing "to ensure him twenty-five scholars the first term or release him from his engagement"126 The school experienced difficulty in keeping preceptors on account of the uncertainty of the finances. To relieve the financial burden, "a Singing School" periodically rented the building. Despite its financial straits, the Academy was the cultural center of the town.

The flourishing conditions of educational institutions in neighboring towns touched the pride of the citizens of Haverhill. In 1825 communications to the papers of the town urged improvement of the public schools and the establishment of an Academy. Finally in 1827 HAVERHILL ACADEMY (Incorporated 1828) was opened in a new building. The historian who published his History of Haverhill, in 1832, gives under date of 1827, this statement:

126 Official Records (MS) of Merrimack Academy. (At Essex Institute, Salem).

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this statement:

An elegant brick building was completed for an Academy . . . It is sincerely hoped that this institution will soon become as eminent for its literary, moral and religious character as any other of the kind in the State. 127

At this dedication a poet "tall, slight, distinguished looking but a bashful youth of nineteen, with strikingly beautiful eyes",¹²⁸ John Greenleaf Whittier, delivered an ODE prepared for the occasion. Its first stanza revels in the spirit of adventure which generally everywhere was manifested in the opening of Academies:

Hail Star of Science! Come forth in thy splendor
 Illumine these walls, let them evermore be
 A shrine where thy votaries their offerings may tender
 Hallowed by genius and sacred to thee.
 Warmed by thy genial glow
 Here let thy laurels grow
 Greenly for those who rejoice at thy name.
 Here let thy spirit rest
 Thrilling the ardent breast
 Rousing the Soul with thy promise of fame. 129

The poet was a student at the Academy from 1827 to 1830. A reunion of his class mates was held in Haverhill on September 10th, 1885. Oliver Wendell Holmes who had been a student of the neighboring Academy -- Phillips at Andover, 1824-25 -- a friend of Whittier's was invited to this reunion, but was unable to attend.¹³⁰

The first preceptor of the Haverhill Academy was Oliver Carlton -- a former pupil in Phillips Academy; the first

¹²⁷ B. L. Mirick, History of Haverhill (Haverhill: A. W. Thayer, 1832), p. 200.

¹²⁸ A. L. Bartlett, The Haverhill Academy and Haverhill High School (Haverhill: Chase Bros., 1890), p. 22.

¹²⁹ Ibid., p. 22.

¹³⁰ Reunion of the Schoolmates of John Greenleaf Whittier (Haverhill: Chase Bros., 1886), p. 10.

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127 B. L. Mink, History of Haverhill (Haverhill: A. W. Thayer, 1852), p. 200.
128 A. L. Bartlett, The Haverhill Academy and Haverhill High School (Haverhill: Chase Bros., 1890), p. 22.
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130 Reunion of the Schoolmates of John Greenleaf Whittier (Haverhill: Chase Bros., 1885), p. 10.

preceptress, Miss Arethusa Hall who had served as the head of the female department of a New Hampshire Academy. From 1830 to 1841, the Academy had varying fortunes, competing for students with the aroused Grammar School of the town. During its existence, it trained many who later became teachers and leading citizens elsewhere.

Another Academy near to Haverhill and the other famous schools, was TOPSFIELD ACADEMY, (Incorporated and opened in 1828). Private Academies, as for instance "Miss Floyd's Academy" and "Mrs. Curtis' Academy"¹³¹ preceded the regularly instituted Academy at Topsfield, the sessions of Mrs. Curtis Academy being held for a time in the home of Nehemiah Cleaveland who later became an active promoter of the Topsfield Academy.¹³² The building of the original Academy property was financed by selling "Academy Shares"; it was hoped that the tuition would care for the salaries of the teachers. The opening address, a scholarly production showing the influence of Calvin and other Reformers, was delivered by Rev. Rodney G. Dennis, pastor of the local church. He spoke to the point of connecting piety with knowledge:

By piety will be understood a devout disposition of heart, accompanied by a course of life in correspondence with the divine commands; and by knowledge, the improvement of

¹³¹ See advertisement of the Academy conducted by Mrs. Curtis in Salem, Supra, p. 91.

¹³² M.V.B. Perley, History of Topsfield Academy (Topsfield: The Merrill Press, 1899), p. 7.

¹³³ M.V.B. Perley, History of Topsfield Academy, pp. 12, 13.

¹³⁵ Ibid., p. 29.

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The first Preceptor, Francis Vose, A.M., as a strict disciplinarian and thorough scholar set a high standard for the school:

The Academy at once became a literary center, and Professor Vose stood among the best educators in the county. It was at this Academy and during Mr. Vose's principalship, December 4-5, 1830 that the Essex County Teachers Association had its birth At the same time the Academy was made a Publisher's Repository of New Books 134

Most famous among the preceptors was Benjamin Greenfield (formerly of Bradford Academy). He was preceptor in 1839 and succeeding years. The school had^{at} his coming no standing nor enthusiasm. He brought back its old time vigor, "the grounds re-echoed with the voices of many students, and the halls were devoted to patient study. It became an attraction alike to scholars and teachers of character and ability."¹³⁵

Barnstable County on the Cape, was entitled to an Academy, for which keen rivalry was manifested among the towns. Finally, because of two interesting reasons, SANDWICH was granted the Academy (Incorporated 1804). The first was the jealousy among the towns; the second, the presence in Sandwich since 1787, as pastor of the local church, of Rev. Jonathan

¹³³ Rodney G. Dennis, Address at the Opening of Topsfield Academy (Salem: Gazette Press, 1828), pp. 5 and 9.

¹³⁴ M.V.B. Perley, op. cit., pp. 18, 19.

¹³⁵ Ibid., p. 29.

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Burr, a scholar thoroughly interested in the education of youth. Br. Burr had tutored pupils in his own home and was known as an excellent teacher. When the Academy was set up, he became its first "Rector" or Master. "There were pupils from the Cape, the South, and the West Indies."¹³⁶ Mr. Burr's fame spread through his "Compendium of English Grammar" which is said to have "occupied a position in schools as widely and almost universally as did Noah Webster's Spelling Book".¹³⁷ The school flourished amazingly, until the religious dissensions in the church, town and Academy, beginning in 1808, caused student attendance to decline.

Slowness of public education facilities resulted in the building of CHATHAM ACADEMY (Incorporated and opened in 1829). It existed but a short time. Its first preceptor was Joseph W. Cross, a graduate of Harvard in 1828 who afterwards entered the Ministry. His son, Joseph W. Cross, however, carried on his father's educational work, through his efforts in behalf of a high school, of which he was elected its first principal.

Like Chatham, Nantucket was more interested in international commerce and in fishing than in education. The old Nantucket Academy, incorporated in 1801, had been forgotten when the COFFIN SCHOOL (Incorporated and opened in 1827) took

¹³⁶ 250 Anniversary Celebration of Sandwich and Bourne (Falmouth: Local Publishing and Printing Co., 1890) Footnote on p. 76.

¹³⁷ Frederick Freeman, The History of Cape Cod (Boston: George C. Rand and Avery, 1862) Footnote on p. 139.

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up the cause of liberal secondary education on the island. It would be beyond the purpose of this dissertation to give any account of the Nautical Schools founded by Sir Isaac Coffin.¹³⁸ It is sufficient to state that having been educated in the Boston Latin Grammar School, though the Coffin family was loyal to Britain during the war, Sir Isaac Coffin felt he should pay back the educational debt that he owed, by establishing three nautical schools -- one in Boston, one in Newburyport, and later one in Nantucket. The first two proved too expensive. When he made a visit to Nantucket in 1826 (after an absence of twenty years) he found the town excited about public schools.

The only schools then existing were charity schools supported by the Town from an appropriation of \$1500 per year, with an expenditure of about \$800 in a population of eight thousand persons. The school committee in 1825 had reported 'that they had not recommended a large sum of money because it is presumed that no individual who is competent to support the education of his child will at this period of embarrassment be induced to place them under the direction and control of the school committee'. 139

But this type of schools did not satisfy the editor of the town paper nor the parents. Sir Isaac Coffin, seeing the situation endowed a school which as the COFFIN SCHOOL was incorporated and opened in 1827, on the same day that saw the opening of another town school. The first headmaster of the Coffin School was Cyrus Peirce who had recently come from

¹³⁸ See Thomas Coffin Amory, Life of Admiral Sir Isaac Coffin (Boston: Cupples, Upham and Co., 1886), p. 96ff.
¹³⁹ Ibid., p. 107.

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Franklin Academy (North Andover). Two items should be noted: First, the Lancasterian system was employed at the dictation of the Founder; second, that the school was supposed to be opened only to the descendants of Tristram Coffin. However as it was difficult to prove that any child on the Island was not a descendant of Tristram, the school was permitted to be opened to any one who could pay the tuition.

In this early Academy period, though the religious note was strong in them, the distinctly "Denominational" Academy had not become numerous in Massachusetts. There were however a few. Among them was FRIEND'S ACADEMY, NEW BEDFORD (Incorporated 1812; opened, 1813). The act of incorporation of February 29, 1812 read with no material change, the same as those of other Academies. But the Society of Friends, though then the most prominent and influential religious body in that town of 3000 population,¹⁴⁰ felt it wise to safeguard its youth. In 1810 when the Academy was first being broached, the records of the group concerned, state that they

met for the purpose of considering the great difficulty attending the youth of the Society of the people called Quakers, in obtaining an education in the higher branches of useful literature in this part of the country without endangering their moral and religious principles. 141

¹⁴⁰ Historical Sketch, Friends Academy (New Bedford: Fessenden and Baker, 1876), p. 31.

¹⁴¹ Circular of Friends Academy with Historical Sketch (Providence: Providence Press Co., 1869), p. 16.

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140 Historical Sketch, Friends Academy (New Bedford: Tinsenden and Baker, 1876), p. 31.
141 Circular of Friends Academy with Historical Sketch (Providence: Providence Press Co., 1889), p. 18.

The cause of the Academy was incarnated in William Rotch, who in 1810 when he was projecting the Academy was seventy six years old. Not satisfied to wait until the Society of Friends could convince a sufficient majority as to the value of "higher education", he secured a lot, erected an Academy building, appointed a Principal -- John Brewer -- and later received the confirmation of ^{the} trustees by a vote. In the latter part of 1813 the school was left a valuable library through the death of Samuel Elam. In his will he stated that the trustees "should select such books as they might consider useful for the library of the school and dispose of the rest, applying the proceeds thereof to the purchase of books more suitable to the wants of the institution."¹⁴² Of the one thousand books, seven hundred and fifty were retained, consisting of Travels, Helvetius on Man, Darwin's Botanic Garden, Rumford's Essays, Fenelon's Dialogues, Locke's Essays, Gibbon's Roman Empire, and others in the same strains. The books disposed of as unworthy included Rousseau's works, French Romances, the Novels of Fielding, Smollett, and Defoe -- a reflection of the current social condemnation of novels.

While the pupils of other Faiths "could enter the Academy, preference was given to "Friends" and to those who evinced an interest in their viewpoints. Accomodations at

¹⁴² Historical Sketch (1876) cited, p. 11.

¹⁴⁴ Printed Constitution of the Academy
(Boston: John Elliot, 1816).

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 Fenelon's Dialogues, Locke's Essays, Gibbon's Roman Empire,
 and others in the same strains. The books disposed of as un-
 worthy included Rousseau's works, French romances, the Novels
 of Fielding, Smollett, and Dece -- a reflection of the current
 social condemnation of novels.

While the pupils of other faiths "could enter the
 Academy, preference was given to "Friends" and to those who
 evinced an interest in their viewpoints. Accommodations at

¹⁴² Historical Sketch (1876) cited, p. 11.

the school were limited. In other respects the school possessed the typical traits of other academies both in its curriculum and its textbooks. The war of 1812-15 hurt the school financially, and in 1817 it was compelled to close for a term, opening in the Fall to continue until 1820 when it was suspended until 1827. In 1830 there were thirty-two "male" and thirty-seven "female" in attendance.¹⁴³ The school administration opposed corporal punishment, consistent with its creed of non-violence. However the school extended its authority over its pupils during out of school hours, demanding obediences to certain observances and rules. In common with Academies, Friends Academy was a cultural focus in the community.

SALEM STREET ACADEMY, Boston (Incorporated in 1816) was connected with the Christ Church (Episcopal), possessing the Old North Church building. The Constitution¹⁴⁴ indicates that the "Proprietors" were share holders, and that each Proprietor had as many votes as he possessed shares. The trustees performed the duties usual to Academy Trustees. The curriculum included both classical and "liberal" studies. The preceptor was instructed to examine the students in religion and morals each Saturday. On Sunday the Sunday School of Christ Church met in the building.

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¹⁴³ Catalogue of 1830.

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suitable meeting place for the Baptists of the town, built at his own expense an academy building, reserving the "hall" for worship, insisting however that the school should not be interfered with. This became PEIRCE ACADEMY, MIDDLEBOROUGH (Incorporated 1835; opened 1808). The attendance (and consequently the receipts) was small. In 1817 the trustees attempted to finance the School by selling twenty shares. Though twenty-one were sold, but little money was collected. In 1828 the school was deeded to the Baptist Education Society but being neglected after a few years, it reverted to the original owner.¹⁴⁵ Hercules Cushman, Esq., was the first preceptor of this co-educational school. Despite its financial instability, it did splendid educational work.

WESLEYAN ACADEMY, Wilbraham (Incorporated 1824, opened 1825) was a success from its inception both educationally and financially, though not without constant care. Ministers in the New England Methodist Conference, had previously launched an Academy in New Market, New Hampshire. That was in 1815, and a consistent plan of instruction had been adopted in 1818. But the Academy was doomed from its very beginning.¹⁴⁶ It was located in the old well served Academy territory -- Southwestern New Hampshire, four miles from Exeter, and contiguous to Essex

¹⁴⁵ Thomas Weston, History of Middleborough (Boston: Houghton, Mifflin and Co., 1906), p. 253.

¹⁴⁶ David Sherman, History of Wesleyan Academy at Wilbraham (Boston: McDonald and Gill Co., 1893), See pages 8 and 9.

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County, Massachusetts with its dozen Academies. The experience at New Market however was valuable to the Methodists of New England. Few in number and without educational consciousness widespread in its constituents, the Methodists through this experience aroused discussion and careful planning. Methodist leaders acquainted with Massachusetts recommended the founding of an Academy in the Wilbraham section where on account of the lack of educational advantages, they thought funds and student support could be secured. The Academy was founded and incorporated with like objectives and in the same language as other academies. Its board of trustees were men of influence. The first board consisted of nine, only three of whom were residents of Wilbraham. One was Colonel Amos Binnery of Boston, a successful business man, collector of the Port of Boston, 1812-1825, who had been on the board of trustees for the fated New Market Academy. He served six years as President of the board, during which time he was benefactor to the academy, to the extent of \$12,000.¹⁴⁷ A frail young man endowed with indomitable missionary zeal, Reverend Wilbur Fiske was one of the original members of this Board of trustees. When the educational program was to be launched, all turned to him as the best qualified to be the first preceptor. The choice was extremely fortunate. "The success of the Academy under his direction seemed assured."

¹⁴⁷ Wilbraham Bulletin, Centennial Number, Vol. X, No. 4, (October 1925), p. 5.

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He was a graduate of Brown University, had experienced doubt and loss of religious fervor, had taught as a private tutor in Maryland, had regained his religious enthusiasm, preached in Vermont and Charlestown, Massachusetts, and now at thirty-three years of age was ready to assume leadership of a school. In his opening address he said:

The course of education should be such as to produce habits of intellectual labor and close thinking. It should . . . discipline the mind to a love and practice of method in the diligent improvement of time. It should seek to preserve bodily health . . . above all the course of education should guard the morals and lead to virtue and religion. 148

From 1825 to 1831 the Academy flourished under the leadership of the "Sainted Fisk". The following is typical of these years:

One of the favorable indications of the period was the impression the Academy was making abroad, thus opening the way for a wider patronage. The words of Fiske uttered in that little hamlet were heard in distant cities and states; and those words brought students to the Academy 'One gentleman residing in the Berkshire section, a man of prominence and wealth volunteered to take a load of students from his own town to Wilbraham. Procuring an express wagon with ample seating capacity, with eight passengers and trunks and innumerable boxes and bundles he mounted the box On the morrow the journey was resumed, and the party arrived in Wilbraham before noon-day, to find the village filling with strangers from different states of the Union.' 149

Though the first Methodist Academy in New England, and marked with fervent Methodist spirit and religion, its formal courses were not different from those of any other Academy.

148 Ibid., p. 7.

149 David Sherman, op. cit., pp. 109-110.

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It may perhaps be justly said that John Wesley the founder of Methodism, was an old exponent of the Academy type of education. He was impressed with the need of uniting religion and education. "His views of education were broad and practical. He had studied Locke and Milton. He had examined the various methods of education of his time, and had become convinced that popularization was an imperative demand." ¹⁵⁰

Fellenberg's manual conception of education had been given some support in New England, especially in districts somewhat remote from Harvard. At Wilbraham the agricultural experiment began with enthusiasm but at the "second hoeing" it had abated much.

The students entering Wilbraham in 1826 were supposed to possess "a knowledge of the four simple rules of arithmetic" as well as be able to read, and to be at least ten years old.¹⁵¹ Latin, Greek, French, arithmetic (Textbook, Arithmetic by "Father Greenleaf" of Bradford), the sciences, logic, philosophy, astronomy, religion, and ethics were taught. The 1827 Catalogue shows the attendance of "males" to be eighty-two, of "females" to be thirty-six. Students had come from New York City, Providence, Halifax, Philadelphia as well as Boston. In 1832 there were one hundred and sixty-two "males", seventy-nine "females", a total of two hundred and forty-one. In 1834 the total reached three hundred and forty-two. In

¹⁵⁰ Ibid., p. 2.

¹⁵¹ Catalogue of 1826.

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1831 Wilbur Fisk~~e~~ left Wilbraham.to become the first president of Wesleyan College in Connecticut. He remained however trustee of Wilbraham until his death in 1839. At the Annual Examination in 1832 the speaker expressed the democratic philosophy which characterized Wilbraham:

England may indeed boast her time worn towers of Oxford and Cambridge, more venerable perhaps for their antiquity than deserving of praise for keeping pace with the improvements of the age. But if we regard them as splendid monuments of literature, they are monuments elevated, indeed, from which the beholder may discover around him much that is barren and unimproved. There knowledge is the bright shinning of a great and burning light, which renders everything clear in its immediate vicinity, but at the same time casts a gloom over more distant objects, and renders the surrounding darkness more sensible and sad. With us, it is the dawning light of the morn, which scatters its equal rays over the whole horizon, and gives the promise of a day bright with beneficence and enriched splendor. 152

Baptist SHERBURNE ACADEMY (Incorporated 1828) was also in a sense a Denominational Academy having the support of the Baptists of the community. In its building erected by subscription, a liberal education was given to the youth of the community and a cultural centered provided.

The Academy at South Reading, WAKEFIELD ACADEMY (Incorporated and opened in 1828) was under Baptist auspices. Though the school was co-educational, the students who were preparing for the ministry and the Baptist Theological Institution were in majority. The property was secured through sale of shares at fifty dollars each. However on account of small financial

152 H.H.Buckland (Type written Manuscript) Address, 1832.

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support the school did not last beyond 1837. In 1832 Rev. Harvey Ball and Mr. Samuel Randall were instructors to the fifty in attendance, half of whom were destined for the ministry. There were two departments, English and classical, and it possessed a good chemical and philosophical apparatus.¹⁵³

"It gave an impulse to the pursuit of literature among us; educated some of our sons, who have since become eminent in professional and industrial life; and induced, by its example, an improved condition of our common schools . . .¹⁵⁴

It is interesting to note in this connection that in Worcester, a very small minority of leaders in the Baptist denomination were seeking to arouse an educational consciousness by calling attention to the lack of teachers who were Baptists:

So far as the writer is informed, no Baptist instructor is employed in any High School in this whole county, nor any one who has any predelections for the Baptists; and in common schools we have few, very few instructors. We have in this county a population of 15,000 or 20,000 and if they are all to be educated by others, every man of reflection will perceive that it must be to our disadvantage.¹⁵⁵

At last, after repeated efforts during the years 1828 to 1834 an Academy was opened, WORCESTER ACADEMY as Worcester County Manual Labor High School, financed by popular collection of

¹⁵³ Article, "Educational and Literary Institutions, 1832" Henry Barnard (ed.), *op. cit.*, XXVII (1877), p. 305.

¹⁵⁴ Historical Address, On Assumption of the New Name Wakefield (Boston: Warren Richardson, 1872), p. 22.

¹⁵⁵ From the minutes of the Worcester Baptist Association 1830, p. 19.

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funds. The educational philosophy at first was a modified Fellenberg plan.

In 1812, Noah Webster settled in Amherst. He had a family of girls to educate, but he found there a very inferior school system. Along with other educationally-minded individuals, he crusaded for better schools, and for an academy. "He talked in private, he harangued in public, he showed the advantage and pressed the necessity of it [an Academy]."156

AMHERST ACADEMY (Incorporated 1816; opened 1814) was established. The following statement includes the Advertisement of the Academy:

'Amherst Academy will be dedicated on Monday the fifth of December next -- the exercises to commence at two p.m. The school in the same will be opened on the Tuesday following under the care of an experienced Preceptor. All the branches will be taught which are usual in Academies, and strict attention will be paid to the morals as well as the education of youth, who may be placed there.'

Samuel F. Dickinson

Amherst, November 1, 1814

Thus ran the first announcement of the opening of the school, as it appeared in the Hampshire Gazette for November 2, 1814. Co-educational from the beginning, it continued to receive the youth of both sexes during the first ten years of its existence. The dedication and opening was the occasion of much rejoicing by the people of Amherst. There were bonfires, ringing of bells, and a general illumination. 157

As in the case of Monson, Amherst Academy received a "Charity Fund" to help educate poor students, especially those interested in the ministry. This elevated the courses,

156 Frederick Tuckerman, Amherst Academy (Amherst for the Trustees, 1929), p. 16.

157 Ibid., p. 14.

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emphasizing classical learning and finally became the nucleus of Amherst College. In the Catalogue (a Broadside) of 1823,¹⁵⁸ the departments are given as three, with attendances as follows:

Languages	59
English	34
Females	60
Total	<u>153</u>

The abolition in 1824 of the "misses" department, and in 1825 the raising of the earliest entrance age to fourteen, reduced the enrollment. But in the Autumn term, "a class of teachers for common schools is instructed".¹⁵⁹ The following is a comparative study of student enrollment for 1827, 1830, and 1832:

<u>Date</u>	"Languages"	"English"	"School Teachers"
1827	46	25	22
1830	50	30	25
1832	92	79	32

Mary Lyon was a pupil in Amherst Academy in the autumn of 1818.

Another Academy in Amherst was THE MOUNT PLEASANT CLASSICAL INSTITUTION (Opened 1827). Its philosophy of education was Pestalozzian. In its 1828 Catalogue it credits "Institut d'Education", at Hofwyl, Switzerland, and the "Academic and Commercial Gymnasia of Germany" with being its models. Its students were boys from four to sixteen years of age, living as "one family", studying both the classical languages, and

¹⁵⁸ At Harvard University, Educational Collection.

¹⁵⁹ American Quarterly Review, Vol. II, No. 4, (1830) p. 234.

158 At Harvard University, Educational Collection.
 159 American Quarterly Review, Vol. II, No. 4, (1850)

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MONSON ACADEMY (Incorporated in 1804; opened in 1806) a co-educational school, began its career with two departments -- a classical and an English. The first Principal, Rev, Simeon Colton, remained but one year, but after serving Leicester Academy two years as Preceptor, and churches as a pastor, he returned to Monson in 1821 for a nine year principalship. With the half of the Board members who were both interested in education and of "more than common enterprise and sagacity in matters of business,"¹⁶⁰ Mr. Colton secured finances and equipment for the Academy. The "Charity Fund", like the one in Amherst Academy, was given to aid candidates for the Christian Ministry. It assisted, as also in Amherst, in promoting classical education and indidentally brought to the Academy students "of considerable maturity and with t

¹⁶⁰ Semi-Centennial Anniversary of Monson Academy (New York: John A. Gray, 1855), p. 15.

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He polished their noodles so thorolee
They all became friends of this Academie.¹⁶²

Among the educational legacies of the early years of Monson Academy was the Linophilian Society, one of the oldest debating societies in New England, established in 1819; the enthusiasm of Reverend Richard S. Storrs, Sr., who as one of the original founders gave the dedicatory sermon in 1806, and of his son Richard S. Storrs, Jr., who first as a student then a teacher in the Academy.¹⁶³ The emphasis, usual in the Academies, on a "Philosophical Apparatus" is seen in this statement made in the catalogue of 1829, "Attached to the Academy is an Apparatus sufficient to illustrate the general principals of Natural Philosophy -- a good laboratory, with sufficient apparatus for extensive experiments in chemistry; and a collection of minerals and geological specimens."¹⁶⁴

DAYS ACADEMY, Wrentham (Incorporated, 1806) shared with the Academies already noticed, the strong Academy features. Special emphasis was placed on the ban of all corporal punishment. Of interest here is the splendid specimen of the Broadside type of Catalogue. The photostated catalogue¹⁶⁵ of

¹⁶¹ Ibid., p. 16.

¹⁶² Seventy-Ninth Reunion of Monson Academy (Boston: Franklin Press, 1884), p. 45.

¹⁶³ See the statement from Richard S. Storrs given as the concluding statement of this dissertation. pp. 224-5.

¹⁶⁴ See also Photostat No. 13 Catalogue of Days Academy, in Wrentham.

¹⁶⁵ Photostat No. 13 Reduced in size.

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¹⁶⁴ See also Photostat No. 13 Catalogue of Dave Academy,

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¹⁶⁵ Photostat No. 13 Reduced in size.

1832 displays clearly some characteristic features of Academies: the prominence of the Board of Trustees, the important persons it includes, the head teachers -- Preceptor and Preceptress (in this case, Mr. and Mrs. Perkins), the list of students with residence, and with room while at the Academy (the better to administer to their moral and spiritual needs), the divisions: "Male" and "Female", summary of attendance each semester, and tuition costs, fairly representative of the tuition charged up to about 1835, when tuition was increased quite generally. The advertisement of a "Philosophic" (scientific) apparatus was also a characteristic feature of Academies. Among other "Broadside" catalogues (of which there were a large number) were Dummer 1820, Hopkins (Hadley) 1818, Amherst 1823, Lexington 1823, New Salem 1827, 1829, Leicester 1828, Merrimack 1837 (miniature).¹⁶⁶

BERKSHIRE (LENOX) ACADEMY (Incorporated and opened in 1803 as "Berkshire" Academy changed to "Lenox" the following year), had for its preceptor for its first twenty years, Mr. Levi Glezen, A.M. Under his leadership, it became known throughout Western Massachusetts and Eastern New York as a prosperous, thorough, classical institution. According to the historian of Berkshire county, writing in 1829, Berkshire

¹⁶⁶ That "Broadsides" were used outside New England as well is evidenced by the Broadside Catalogue, discovered by the investigator, of the Lexington (Kentucky) Female Academy, of 1822.

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NOVEMBER 23, 1832

CATALOGUE

OF THE OFFICERS AND STUDENTS OF
DAY'S ACADEMY, WRENTHAM,
November 23, 1832.

Rev. ELISHA FISK, President of the Board of Trustees.

JOSIAH J. FISKE, Esq. Secretary.

SAMUEL DRUCE, Esq. Treasurer.

ISAAC PERKINS, Preceptor.

LOUISA PERKINS, Preceptress.

MALE STUDENTS.

NAMES.	RESIDENCE.	ROOMS.
Anson T. Aldrich,	Wrentham,	Mr. Porter's.
Emerson Adams,	Franklin,	Mrs. Whitney's.
Addison Brastow,	Lowell,	Mr. Brastow's.
James H. Bugbee,	Attleboro'	Dr. Bugbee's.
Anson Blake,	Wrentham,	Mr. Blake's,
Gardiner S. Blake,	"	"
Lewia Colman,	"	Mr. Colman's.
Harrison G. O. Carrell,	"	Mr. Pond's.
Willard B. Day,	New-York,	Mr. Blake's.
Lowell H. Druce,	Wrentham,	Mr. Druce's.
Charles J. Everett,	Attleboro'	Mr. Porter's.
Abijah P. Everett,	Foxboro'	Mr. Everett's.
Fredrick A. Fisk,	Wrentham,	Rev. Mr. Fisk's.
Josiah H. Fiske,	"	J.J. Fiske, Esq's.
Spencer P. Hodges,	Foxboro'	C. Kollock, Esq's.
Francis G. Hartshorn,	"	Col. Hawes'
Geo. W. Haselwood,	Attleboro'	"
Henry Hobart,	Foxboro'	Col. Hobart's.
William B. Hodges,	Providence, R. I.	Mr. Perkins'.
John P. Knowles,	"	Mr. Potter's.
George V. N. Lothrop,	Easton,	C. Kollock, Esq's.
John Luther, Jr.	Warren, R. I.	Mr. Perkins'.
Charles N. Mellen,	Wrentham,	Mr. Mellen's.
Benjamin Newell,	Dover,	Mr. Perkins'.
James M. Newell,	"	"
Edward Pratt,	Providence, R. I.	Mrs. Whitney's.
William Phipps, Jr.	Franklin,	"
Silas F. Plympton,	Foxboro'	Col. Hawes'.
Jacob F. Pond,	Wrentham,	Gen. Pond's.
Calvin J. Pond,	"	Mr. Pond's.
Samuel L. Rockwood,	Sherburne,	Rev. Mr. Harlow's.

NAMES.

NAMES.	RESIDENCE.	ROOMS.
Oliver S. Sanford,	Wrentham,	Mr. Sanford's.
Edmund P. Sanford,	"	"
George W. Talbot,	Boston,	J.J. Fiske, Esq's.
Samuel Warner, Jr.	Wrentham,	Mr. Warner's.
Joseph M. Whiting,	Franklin,	Col. Hawes'.
Edwin Williams,	Wrentham,	Mr. Williams'.
Nathaniel W. Whiting,	"	Mr. Whiting's.

FEMALE STUDENTS.

NAMES.	RESIDENCE.	ROOMS.
Abby H. Adams,	Wrentham,	Mrs. Fisher's.
Harriet F. Bugbee,	"	Dr. Bugbee's.
Eliza J. Dunbar,	West Bridgewater,	Mr. Smith's.
Chloe S. Everett,	Wrentham,	Rev. Mr. Harlow's.
Nancy M. Everett,	"	"
Harriet J. Fisk,	"	Rev. E. Fisk's.
Maria L. Fisher,	"	Mrs. Fisher's.
Maria A. Fisher,	"	Mr. Fisher's.
Eliza J. Hartshorn,	"	Mr. Hall's.
Charlotte Ide,	"	Rev. Mr. Harlow's.
Hannah H. Leach,	East Bridgewater,	Mr. Smith's.
Ann S. Metcalf,	Wrentham,	Mr. Farrington's.
Elvira D. Messenger,	"	Mr. Messenger's.
Elizabeth B. Messenger,	"	"
Abby W. Messenger,	"	"
Martha W. Phipps,	Franklin,	Mrs. Whitney's.
Jerusha N. Sanders,	Wrentham,	Dea. Sanders.
Harriet C. Sanford,	"	Mr. Sanford's.
Anna E. Sanford,	"	"
Mary J. Tilley,	Warren, R. I.	Mr. Smith's.
Susan Torrey,	Foxboro'	Esq. Everett's.
Harriet S. Wales,	Wrentham,	Mr. Wales.
Charlotte S. Whiting,	"	"
Rebecca H. Williams,	Warren, R. I.	Mr. Smith's.

NUMBER.

Winter term,	38
Spring term,	70
Summer term,	45
Fall term,	63

TUITION.

Common Branches,	\$4.00
High English,	5.00
Greek, Latin and French,	6.00
Board, from 1.50 to 1.75.	

A good Philosophical Apparatus has been obtained for the Academy.
Winter Term commences December 3d.

DEDHAM: EBENEZER FISH, PRINTER.

TRUSTEES
PRECEPTOR
AND
PRECEPTRESS

"MALE"

AND
"FEMALE"
STUDENTS

"NUMBER"
TUITION

PHILOSOPHICAL
APPARATUS

PHOTOGRAPH AT

DAVIS ACADEMY, BROADSIDE CATALOGUE (1900)

NOVEMBER 1900

1900

RECEIVED
AND
PRESENTED

"MALE"
AND
FEMALE
STUDENTS

NUMBER
POSITION
PHOTOGRAPH
APPARATUS

Academy had averaged seventy in attendance a year, from its beginning in 1803 to 1829, and had trained many judges, and "members of the State and National Legislatures".¹⁶⁷ It was supported and appreciated by the town of Lenox for which it was the cultural center.

Private benevolence -- the gift of Amasa Nichols -- established NICHOLS ACADEMY, Dudley (Incorporated and opened in 1819). It became almost immediately a flourishing college preparatory school, having in its alumni a good share of prominent names. For two reasons the catalogue of 1835 is interesting: First, in that the "female" department, instead of being listed second, as in the earlier catalogues of Academies, indicating the importance attached to the "male" department, is here named first. The other item concerns moral rules and is as follows: "The use of profane language, card playing and other like games of chance strictly prohibited."¹⁶⁸ The rule against cards and "still games" is occasionally given in the printed materials of the Academies.

A study of the photostated "Order of Exercises at the Exhibition"¹⁶⁹ will serve to reveal the character of Nichols Academy in 1822, and also to give an insight into the reasons for the popularity of these Annual Exercises, attended

¹⁶⁷ History of the County of Berkshire (Pittsfield: Samuel W. Bush, 1829), p. 342.

¹⁶⁸ Catalogue of 1835, p. 12.

¹⁶⁹ Photostat No.14. Original size, margins trimmed off.

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generally "with great eclat".¹⁷⁰ Some academies had more than one a year. They were not limited to any special time of year: one in Marblehead was held in 1790 in January, one in Topsfield, and this one of Nichols Academy in November, one in Lincoln in September (1793), one in Topsfield in August. It is to be noted that the forenoon and afternoon sessions in Nichols in 1822 were planned in similar patterns. In each, there were declamations (Latin in the forenoon, Greek in the afternoon), music, a comedy and a tragedy in each. The French emphasis so apparent as a part of the social background of the time, is reflected in the "Colloquy in French", and the patriotic fervor in the closing and undoubtedly "touching" tragedy. From the "scratching" noted on this program, it is evident that substitutions had to be made at the last moment. The Topsfield Academy program one year, indicated that the following were some of the subjects treated in the declamations: "Men may live as fools, but as fools they cannot die"; "Is public opinion a just criterion of moral character"; "The world is infectious, few bring back at eve, immaculate the manners of the morn"; "The Importance of Reading History"; "Africa's Future Glory"; and Miss Harriet J. Emerson discussed "The Aborigines of America".

170

E. D. Grizzell in Origin and Development of the High School in New England Before 1665, makes the following statement: "The Exhibition was handed down from the days of the Latin Grammar School." p. 333. If so, a comparative study would be a worth while investigation.

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Order of Exercises at Exhibition,

NOVEMBER 20, 1822.

FORENOON.

Declamation, in *Latin*, - - S. C. JOHNSON.
Dec. - - - - - J. W. SPURR.
Dec. - - - - - F. WRIGHT.

The Provoking Husband—A Dialogue.

DRAMATIS PERSONÆ.

Capt. Brute, - - - S. S. MASON.
Mrs. Brute, his wife, - Miss C. M. BROWN.
Belinda, her niece, - Miss A. HEALY.

MUSIC.

Dec. - - - - - J. J. MASON.
Dec. - - - - - A. M. CHENEY.

COLLOQUY—In *French*,

By Misses S. NICHOLS and M. B. CAMPBELL.

Dec. - *L. G. Thompson* J. S. TOURTELLOT.
Dec. - - - - - F. E. KNIGHT.
Dec. - - - - - S. A. COOKE.

THE SUICIDE—A Tragedy.

DRAMATIS PERSONÆ.

Alphonso Bellamy, - - P. R. MINARD.
Abraham Bellamy, his father, S. C. JOHNSON.
Orville, his friend, - - P. C. BACON.
John, a boy, - - - E. M. ALDRICH.
Dec. - - - - - S. PENNIMAN.
Dec. - - - - - E. M. ALDRICH.

MUSIC.

Non Sum Qualis Eram—A Dialogue.

DRAMATIS PERSONÆ.

Zig Zag, - - - S. G. COLE.
Father of Zig Zag, - - - B. D. HYDE.
Blunt, a farmer, - - - S. C. FISKE.
Underweigh, a traveller, - B. F. COREY.
Politarche, a lawyer, - N. HOLBROOK.
Frothy, Zig Zag's friend, - A. M. CHENEY.
Catch Penny, a pedlar, - T. J. FARNUM.
Rueful, Politarche's friend, - V. SMITH.
Dealer, a merchant, - C. C. CARROL.
Robert, post boy, - E. LAMB.
Rastus, Blunt's son, - A. D. CARROL.
Sheriff, - - - O. H. LEE.
Dec. - - - - - P. C. BACON.

MUSIC.

AFTERNOON.

Declamation, in *Greek*, *I Dai* F. NICHOLS.
Dec. - - - - - S. S. MASON.

HOT COCKLES—A Colloquy.

By J. W. SPURR, and FREDERICK WRIGHT.

Dec. - *C. Carol* M. MORSE.

The Fatal Beauty—A Colloquy.

By Misses J. MASON, and A. ELWELL.

MUSIC.

Dec. - - - - - E. LAMB.

The Genteel Miss—A Colloquy.

By Misses H. D. SOUTHWICK and J. MASON.

Dec. - - - - - A. D. CARROL.

Dec. - - - - - A. LYON.

The Judge Found Guilty—A Tragedy.

DRAMATIS PERSONÆ.

Duke Alberti, - - - S. G. JOHNSON.
Duchess Leonora, - - Miss C. MARCY.
Montaldi, Alberti's brother, B. FREEMAN.
Julian, the peasant boy, - S. C. FISKE.
Rosalie, Julian's friend, Miss L. C. SOUTHWICK.
Ludovico, - - - P. R. MINARD.
Stefano, - - - C. BELKNAP.
Officers, Witnesses, Guards, &c.

MUSIC.

Dec. - - - - - B. F. COREY.

Dec. - - - - - P. R. MINARD.

Dec. - - - - - S. G. COLE.

Glory of Columbia—A Tragedy.

DRAMATIS PERSONÆ.

Washington, *Isidore - I have* S. C. JOHNSON.
Arnold, - - - B. FREEMAN.
Melville, - - - S. S. MASON.
Bland, - - - A. M. CHENEY.
Williams, - - - J. RICKARD.
Paulding, } *Captors of Andre.* S. PAINE.
Van Vert, } N. EDDY.
Dennis O. Bogg, - - T. J. FARNUM.
Amer. Officer, - - S. C. FISKE.
British Officer, *Isidore* F. NICHOLS.
Mrs. Melville, - - Miss A. ELWELL.
Amer. Officers, Soldiers, &c.

MUSIC.

Among the Academies in which young people of very meager financial resources found an opportunity for an education, was SANDERSON ACADEMY, Ashfield (Incorporated 1821, opened 1817). Its name, as well as its earnest spirit, its enthusiasm for learning, and for utility in learning, and its kindness are the legacies of its founder, Reverend Alvan Sanderson. "At sixteen [he] began his classical studies, first under a private instructor, and afterwards at an Academy; and in 1798 he was admitted a member of Williams College,"¹⁷¹ from which he was graduated in 1802. Then in 1803 he studied theology privately, confessed Christ, joined the church and in 1804 was accepted into the Berkshire Association and preached in destitute churches. As did most of the ministers, he taught students, along with his work. In 1816 after serving for eight years as the pastor of the Ashfield Church, he resigned on account of ill health, opened a grammar and classical school in Ashfield in a building he bought,¹⁷² but in June 1817 he died.¹⁷³ In his Will he left his property to promote learning, morality, and piety, and as a convenient building has lately been erected my dwelling house in Ashfield, for the purpose of accomodating those

¹⁷¹ "An Account of the Life of Reverend Alvan Sanderson", The Panoplist and Missionary Herald, Vol. XIV, No. 9, (September 1818), p. 393.

¹⁷² Frederick G. Howes, Historical Address -- Sanderson Academy (Greenfield: E.A. Hall and Co., 1889), pp. 4, 5.

¹⁷³ The Fortieth Annual Report, Massachusetts Board of Education, pp. 339, inaccurately says "Reverend Alvin Sanderson was its successful principal for a number of years."

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youths who may be desirous of improvement, and as it may so happen that the quarterly bills paid for tuition will not be sufficient to compensate and pay a well-qualified instructor, especially, where there are some virtuous and pious youth of genius in indigent circumstances who would esteem it a favor to be furnished charitably with tuition: I do, therefore, hereby give my trustees in trust, a schoolhouse the residue and remainder of my real and personal estate hoping and praying that the Lord will raise up benefactors to the institution, and that the result may be the reclaiming of the vicious, the instruction of the ignorant, and the promotion of true virtue and piety. 174

The school opened in the autumn of 1817 with Mr. Elijah Burrett author of Logarithmetic, and Burrett's Geography of the Heavens, in charge. Among those present as a pupil was Miss Mary Lyon. The school was incorporated and became at once favorably known. In February 1822 with Mr. Abijah Cross, A.B., as preceptor, and Miss Mary Lyon as preceptress, there were sixty-three pupils, thirty-one of whom were girls. From time to time, Miss Lyon taught in the Academy, and when in 1828 she was about to leave, she wrote

I find that this Academy where I have received so much instruction and where I have labored so much has taken a firmer hold on my affections than I had supposed. It seems like bidding an old friend farewell whom I do not expect to meet again. 175

In 1829 Mr. Robert A. Coffin, author of a text-book on Natural Philosophy became teacher for the "avails of the tuition and \$90, he boarding himself and providing for the school".¹⁷⁶ In the catalogue of that year, Mr. Coffin states

¹⁷⁴ Frederick G. Howes, op. cit., pp. 5,6.

¹⁷⁵ Frederick G. Howes, History of Ashfield (Printed by the town, 1908), p. 193.

¹⁷⁶ Frederick G. Howes, Historical Address -- Sanderson Academy, p. 8.

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174 Frederick G. Howes, op. cit., pp. 2, 3.
 175 Frederick G. Howes, History of Ashfield (Printed by
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 176 Frederick G. Howes, Historical Address -- Sanderson
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as the objects of the school,

Fitting young gentlemen for college, furnishing well qualified teachers of common schools, disciplining the minds, and increasing the information of those who connect themselves with us We consider it of first importance that students should be taught to reason and to think for themselves. We therefore give them the facts on which principles are based, and as far as possible let them find out and apply those principles. 177

The school was well attended, nearly one thousand students from the various towns having attended by 1832. Ashfield did not have higher education than elementary education before the Academy was opened. But among those who taught in Ashfield in private and public schools were "Mary Lyon, Electa Lyon Granville B. Hall, father of President G. Stanley Hall of Clark University, and later Misses Lydia and Clarissa Hall." 178

The life time of ~~LEXINGTON ACADEMY~~ (Incorporated and opened in 1822) was from 1822 to 1838. The lack of education higher than the common school in Lexington, moved a number of citizens in 1821 to form an Association, erect a building, and secure the incorporation of its projected school as an Academy. The trustees were fortunate to secure as the first preceptor, Mr. Caleb Stetson, who had just graduated from Cambridge.

Though the school was small at its opening, under the successful instruction of Mr. Stetson, it became a flourishing institution, numbering seventy-five to eighty-five pupils. He remained as principal of the Academy till the

177 Catalogue of 1829, p. 3 ff.

178 Frederick G. Howes, History of Ashfield, p. 183.

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177 Catalogue of 1822, p. 3 ff.
178 Frederick G. Howe, History of Ashfield, p. 185.

autumn of 1825 when he was succeeded by Mr. William P. Huntington. In a few years this school began to languish and was finally given up. 179

The building it relinquished in 1828, became the home of the First Normal School in 1839, with "Father" Cyrus Peirce in charge.

Two further items are of interest here: First, the establishment in Lexington in 1833 of a Manual Labor Seminary, the Prospectus of which under the names of Samuel Stetson and Timothy P. Ropes states that its object shall be "to prepare young men for the counting room, for the office of instructors for youth, and for the University, and to furnish young ladies the opportunity of acquiring a thorough education,"¹⁸⁰ the usual objectives of the Academy. The catalogues of 1834 and 1836 show the institution flourished. The other item of interest is the statement in Charles Hudson's History of Lexington,¹⁸¹ that the academy was a detriment to the public schools for it caused neglect of them; yet Lexington during this time had no school for secondary education, and later fought the establishment of a High School.

WARREN ACADEMY, Woburn (Incorporated 1830) was established by Isaac Warren, Esq., of Charlestown, whose eagerness to secure literary, moral, and religious instruction for youth,

¹⁷⁹ Charles Hudson, History of Lexington (Boston: Houghton, Mifflin Co., 1913), p. 386.

¹⁸⁰ Prospectus of Lexington Manual Labor Seminary, p. 3.

¹⁸¹ p. 387.

autumn of 1825 when he was succeeded by Mr. William F. Huntington. In a few years this school began to languish and was finally given up. 179

The building it relinquished in 1828, became the home of the First Normal School in 1839, with "Father" Cyrus Peirce in charge.

Two other items are of interest here: First, the establishment in Lexington in 1835 of a Manual Labor Seminary, the prospectus of which under the name of Samuel Stetson and Timothy F. Rogers states that its object shall be "to prepare young men for the counting room, for the office of instructors for youth, and for the University, and to furnish young ladies the opportunity of acquiring a thorough education,"¹⁸⁰ the usual objectives of the Academy. The catalogue of 1834 and 1835 show the institution flourished. The other item of interest is the statement in Charles Hudson's History of Lexington,¹⁸¹ that the academy was a detriment to the public schools for it caused neglect of them; yet Lexington during this time had no school for secondary education, and later fought the establishment of a High School.

WARREN ACADEMY, Woburn (Incorporated 1830) was established by Isaac Warren, Reg., of Charlestown, whose eagerness to secure literary, moral, and religious instruction for youth,

179 Charles Hudson, History of Lexington (Boston: Houghton, Mifflin Co., 1913), p. 388.
180 Prospectus of Lexington Manual Labor Seminary, p. 3.
181 p. 387.

caused him to seek out three friends, Rev. Warren Fay of Charlestown, and Messrs. Fay and Joseph Bennett of Woburn, as counsellors and trustees, giving an initial gift of \$5000 for an academy in Woburn where a "powerful revival of Evangelical Religion"¹⁸² was in progress. That was in 1827. The school apparently opened up shortly afterwards -- not in 1825 as the Fortieth Annual Report of the Massachusetts Board of Education states -- and successfully filled the need for secondary education in the community. The catalogue of 1834, gives an attendance of 128, of whom the major part were boys. It also states: "Any scholar wishing it might defray a part of his expenses by manual labor."

Because of the lack of education higher than that of the elementary grades in Marlborough, a group of enlightened men met in 1826 and formed an Association to sponsor an Academy. Whether a charter was received then, is doubtful, but in 1829 (1830 according to Cyrus Felton¹⁸³). The Academy was opened as GATES ACADEMY, after Silas Gates and Abraham Gates, father and son, who gave \$1000 each. Under the first preceptor, it flourished; later the lack of funds caused it to languish.

In his Will, Honorable George Partridge at the time of his death in 1826, left \$10,000 "to provide in my native town [Duxbury] for a higher degree of instruction in mathematics,

¹⁸² Samuel Sewall, History of Woburn (Boston: Wiggin and Lunt, 1868), pp. 417 ff.

¹⁸³ Cyrus Felton, A Record of Remarkable Events in Marlborough (Marlborough: Stillman B. Pratt, 1879), p. 4.

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geography, history, languages and other branches of good learning than the common schools supply; and not to provide a substitute for such schools".¹⁸⁴ The trustees of this fund met and established PARTRIDGE ACADEMY (Incorporated and opened in 1829). The donor had left large latitude regarding the school administration to the trustees. They limited the number of students to fifty, preference being given in accordance with the wishes of Mr. Partridge to Duxbury youth. The institution was co-educational. The usual "liberal" curriculum of the academies was provided.

WEYMOUTH AND BRAINTREE ACADEMY, WEYMOUTH (Incorporated and opened in 1828) was established, first, because of the need felt by a great number -- in fact there were "forty"¹⁸⁵ associates" in the corporation when established -- for a school in the community of a higher grade than the elementary schools, and second because in 1827 Edward A. Park, later Professor in Andover Theological Seminary had demonstrated the possibilities of a school, by a classical school at Weymouth Landing. A building was erected on a suitable site, a preceptor, Mr. Thomas Douglass Gregg, and an assistant, Mr. Goodell, secured. The school became the center for the educational interests of the neighboring towns, but in December 1833, it was closed for lack of sufficient funds.

¹⁸⁴Partridge Academy Rules and Regulations (Cambridge: Metcalf and Co., 1853), p. 10.

¹⁸⁵History of Weymouth, Mass. (Weymouth Historical Society, 1923), Vol. II, p. 664.

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Under the inspiring educational leadership of Reverend Vinson Gould and the financial help of Mr Silas Sheldon, the SHELTON ENGLISH AND CLASSICAL ACADEMY, SOUTHAMPTON was incorporated and opened in 1829. Southampton had been fortunate educationally, having had numerous private schools and a citizenry generally interested in education. The establishment of the Academy made the town the center for college-preparatory students and also the "banner town for college graduates".¹⁸⁶ In the catalogue for 1830, Reverend Vinson Gould is given as President of the Board of Trustees, and William Bradley, A.M. as the Principal. The "male" department numbered seventy-six; the "female" seventy-two. Contrary to the early Board of Trustees in Milton Academy, the Board in Southampton depended upon the popularity of the Principal for the success of the school. The trustees state in the 1830 catalogue:

The trustees aware that the future prosperity of the school greatly depended upon the person who should first take charge of it, spared no pains to procure such a Principal as should at once ~~make~~ render it popular and useful.

In the 1832 catalogue, Mr. Bradley is still listed as Principal, and a course on "School Keeping" is announced. An early historian¹⁸⁷ (in opposition to the judgment of others mentioned in this dissertation) states that "instead of being an hindrance

¹⁸⁶ Fortieth Annual Report, Massachusetts Board of Education, p. 342.

¹⁸⁷ B.B. Edwards, Address at Centennial Celebration, Southampton, Mass. (Andover: Allen, Morrill and Wardwell, 1841) p. 30.

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The interest which this investigator has in ADAMS ACADEMY, Quincy (Incorporated 1826; opened in 1872), lies in a discovery of the type of institution and education President John Adams was interested in when he provided lands and other means for the building of a "Stone Temple" and for establishing a "Greek and Latin School". His Deeds conveying this property to trustees, bearing the dates June 25, July 25 and August 10, 1822 with the instructions contained therein, seem to indicate that at first he wished the church to be the earliest concern, but later -- in August -- his emphasis changed and he preferred to have the school first established.¹⁸⁸ In point of fact, the church was built first, and nearly half a century passed before the school became a reality. That President Adams had in mind study courses preparatory to further education is evident in the paragraph from the deed of July 25 (1822) which reads:

Fourthly, That as soon as the funds will be sufficient a school master should be procured, learned in the Greek and Roman languages, and if thought advisable the Hebrew, not to make learned Hebricians but to teach such young men as choose to learn it, the Hebrew Alphabet, the rudiments of Hebrew Grammar and the use of the Hebrew Grammar and Lexicon; that in after life they may pursue the study to what extent they please. 189

The library he donated contained books in English, and French;

¹⁸⁸ Report of Committee to Consider An Academy (Printed in Quincy, Mass., 1846), p. 6.

¹⁸⁹ Deeds and Other Documents of President Adams (Cambridge: Hilliard and Metcalf, 1823), p. 8.

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a few of American print; some Spanish and Italian, a small number in German and Dutch, but an imposing array in Latin and in Greek.

MILFORD ACADEMY (Incorporated and opened in 1828) was the outcome of the agitation of educationally minded citizens who wished to have the advantages of higher education close at home. "The proprietors constituted themselves a joint-stock Association raising their capital in shares of \$50 The whole number of shares was thirty-three, making a capital stock of \$1750. For twelve years the Academy carried on its educational work, and then failing in support, the association sold its building to the school district."¹⁹⁰

During the period studied, HANOVER had two successive Academies. The first was the result of the aggressive work of the new pastor in the local church, Reverend Calvin Chaddock, who had recently come from Rochester, Massachusetts where he had conducted a successful private Academy. The Hanover citizens rallied to his efforts, and by 1808 a splendid Academy property and equipment was secured. Both the English and the classical subjects were given. Many young men who planned to enter college, received their preparatory training at this school, and students of both sexes received training for a useful life. When the founder left Hanover the Academy lost its guiding genius and began to dwindle. Finally in 1822 the

¹⁹⁰ Adin Ballou, History of the Town of Milford (Boston: Franklin Press, 1882), p. 220.

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building was sold. The Second Academy was incorporated in 1828 and a building erected. It was financed by the sale of twenty-five dollar shares. A Rev. Mr. Wolcott, who taught a private school of his own was active in promoting this academy and later became its Preceptor. This Academy did not flourish as a college preparatory school, but served well in promoting higher educational standards among the citizens of the town and surrounding communities.

Apparently the Academy in LANCASTER had its beginnings in 1815. The project was undertaken as a joint effort on the part of persons in Lancaster and surrounding towns. Property was secured which however was not very conveniently situated. But despite this handicap the institution rated high as an educational means, and had a succession of Preceptors who were college graduates. Joseph Willard writing in 1826 states that a new building, better located was being erected and that incorporation had been applied for,¹⁹¹ and that a new plan emphasizing "female" education would soon be put into effect. Progress he stated "in learning, in refinement and in virtue is in proportion to the cultivation of the female mind". The Academy was incorporated in 1828.

BERKSHIRE GYMNASIUM, Pittsfield (Incorporated in 1829; opened in 1827), was the result of the educational vision of

¹⁹¹ Joseph Willard, Sketches of the Town of Lancaster (Worcester: Charles Griffin, 1826), p. 14.

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Lemuel Pomeroy, a prominent citizen of Pittsfield. Modelling its physical features and also its educational structure after the European Gymnasias, he built large buildings surrounded by pleasure grounds, gardens, and fields for the physical education of the boys in the school. Professor Chester Dewey, before this time professor of Natural Philosophy, Mathematics and Chemistry in Williams College, took charge. Ancient and modern languages, scientific studies, physical education, training in manners and morals -- all find a place in the curriculum. "It educates lads and young men of fair character and prepares youth for college or for business."¹⁹²

Enterprising citizens of Northfield were incorporated into an association in 1829 by the name of The Proprietors of NORTHFIELD ACADEMY OF USEFUL KNOWLEDGE. They bought Hunt's Tavern of Stage Coach days, refitted it, opening the school in the autumn of 1829 with Omen S. Keith, a graduate of Harvard, as Principal, who had had experience as Preceptor of the Framingham Academy for three years.¹⁹³ This was a co-educational work, interested in popular education.

Though STOCKBRIDGE ACADEMY (then named Williams Academy) was incorporated in 1828, it did not materialize as a school for more than fifteen years.¹⁹⁴ The town of Stockbridge how-

¹⁹² History of the County of Berkshire (Pittsfield: Samuel W. Bush, 1829), p. 164.

¹⁹³ J.H. Temple and G. Sheldon, History of Northfield (Albany; N.Y.: Joel Munsell, 1873), p. 360.

¹⁹⁴ Fortieth Annual Report, Massachusetts Board of Education, p. 341.

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¹⁹⁴ Fortieth Annual Report, Massachusetts Board of Education, p. 341.

ever was eager for better education, and lacking any public school means, supported a number of private schools. In 1824, a group of thirty-six citizens memorialized the State Legislature on the subject of education, in which the educational philosophy of communities some distance from Boston is revealed. As follows are some brief statements from this document:

The subject to which your memorialists would draw the attention of the Legislature is the creation and endowment by the State, of one or more institutions calculated to afford at once, ample and an economical instruction to that portion of the Community not destined to Professional Life.

The condition of the manual labourer among us has ceased to be a state of degradation; and if we are wise, the honor will be reserved for Massachusetts of taking the lead in elevating her farmers, mechanics, and citizens to that rank of intelligence to which their relative property and present importance entitle them.

... propose generally such a course as shall be deemed most useful to the class for whom it is intended, and by way of illustration, they mention, such as modern languages, grammar, history generally, geography, mathematics, natural philosophy, moral philosophy, political economy, science as connected with mechanic arts, chemistry as connected with agriculture and the arts, and military instruction intended directly for the improvement of the militia. 195

STOW ACADEMY was opened in 1823. Twenty-seven prominent citizens of Stow formed the Association and promoted the building of the Academy. It was an unqualified success educationally, drawing its students from such distances as the Southern States, and from Canada.

195 "Education", A Communication to the Legislature of Massachusetts by the inhabitants of Stockbridge, December 29, 1824, pp. 3,4,5.

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Like Dummer and Phillips Academies, ROUND HILL SCHOOL, Northampton (Opened 1823, incorporated 1829) was an exclusive school for boys, sharing the wide liberal curriculum with the Academies, linking mental, moral, and physical education, serving both the local community and distant states. Its founders were two young tutors of Harvard who had travelled in Europe extensively and had viewed the work of Pestalozzi and Fellenberg -- Mr. Joseph Green Cogswell and Mr. George Bancroft who later became the American historian. The spirit of the institution can perhaps best be expressed by the following paragraph;

The school was opened in the autumn of 1823 and lasted about ten years It was a new thing and fully of fresh life, elasticity and vigor. While it owed much to proved scholarship and genius of Mr. Bancroft, the historian, and to the large staff of officers under him, all 'Round-Hillers' as they love to call themselves, agree in attributing to the singular combination of admirable qualities in the character of Mr. Cogswell its prosperity and success. At one time the boys must have numbered as many as a hundred and fifty; and they came from almost every state in the Union and the clasp which held them all was their reverence and affection for Mr. Cogswell. 196

In their 1823 Prospectus Bancroft and Cogswell credit France and Germany with the inspiration of their undertaking.¹⁹⁷ They want the boys to come to them so early that they can form their characters. The curriculum is to be broad -- both classical and scientific. The school was a tremendous success. In

¹⁹⁶ Thomas Gold Appleton, "Some Souvenirs of Round Hill School", Old and New, July 1872, p. 28.

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1827 there were one hundred and thirty-five in attendance.¹⁹⁸ Cogswell's conception of education was that of guidance -- guidance by association.

In 1831 George Bancroft tired of the routine of "School Keeping". He settled accounts with Joseph Cogswell and left. Cogswell in his 1831 announcements,¹⁹⁹ restates his well known philosophy of education. The Round Hill School closed its career in 1833, lacking finances to continue the work on the plane which Cogswell wished to carry it. Round Hill School was what the personality of its leaders were -- and that can be said to be the genius of the Academy movement.

The framing of a unified account of the individual institutions concerned in the early Academy movement is now completed. There remains now the task of stating succinctly the conclusions which have become apparent in this study.

¹⁹⁸ John S. Bassett, "The Round Hill School", Proceedings of American Antiquarian Society, April 11, 1917, p. 48.

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MASSACHUSETTS

WATER AND OCEAN SURFACE

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CHAPTER V

CONCLUSIONS

The specific task set for the dissertation in its first chapter (Section III) has been accomplished in part in the unified Account of the Academies just completed, and in the discussion of conflicting educational objectives in chapter three. The conclusions now to be presented will be given in a series of brief paragraphs covering the nine items listed in chapter one (Section III B). The generalizations of historians of education are involved in the discussions, especially in paragraph three -- "The expressed and implied reasons for the founding of the individual Academies".

1. The practical and Academic educational philosophy of the Academy movement. The Academies represent the educational phase of the eighteenth century revolutionary and liberalizing philosophies. It is at one with the political, social, industrial upheavals of the time. It is life bursting its bonds. While holding to the disciplinary conceptions of certain educational courses (the classic languages, i.e. the emphasis of ~~THE~~ RENAISSANCE rather than mathematics, the emphasis of Locke and Descartes) the Academies also grasped the newer scientific utilitarian subjects. It was not a question of either or, in most Academies; it was rather one of adjusting the number of courses so as to serve both the classic, and the utilitarian purposes. This same enlargement

CHAPTER V
CONCLUSIONS

The specific task set for the dissertation in its first chapter (Section III) has been accomplished in part in the United Account of the Academies just completed, and in the discussion of conflicting educational objectives in chapter three. The conclusions now to be presented will be given in a series of brief paragraphs covering the nine issues listed in chapter one (Section III B). The generalizations of historical of education are involved in the discussion, especially in paragraph three -- "The expressed and implied reasons for the founding of the individual academies".

1. The practical and Academic educational philosophy of the Academy movement. The Academies represent the educational phase of the eighteenth century revolutionary and liberalizing philosophies. It is at one with the political, social, industrial upheavals of the time. It is life pulsating in bonds. While holding to the disciplinary conceptions of certain educational courses (the classic languages, i.e. the emphasis of the RENAISSANCE rather than mathematics, the emphasis of Locke and Descartes) the Academies also grasped the never scientific utilitarian subjects. It was not a question of either or, in most Academies; it was rather one of adjusting the number of courses so as to serve both the classic, and the utilitarian purposes. This same enlargement

or liberalization is seen in the declarations of the Academies that they train both for college and for "life", that the Academy exists both for local and for pupils "from abroad", that both "male" and "female" are included. This "enlargement" is further displayed in the specification that the trustees are to include a majority of men from communities other than the local one. Such a movement had of course in it those who leaned more to the left or more to the right. In general the earlier academies were more of the classic stamp, the later more liberal; and the nearer the School to Harvard College the more the emphasis on "the dead languages", while the farther into the state the more the emphasis on "life". The objective of education again reveals the philosophy of the times. The primary emphasis was on character -- i.e., on the individual, on personality; the secondary emphasis was on civic purposes, i.e., on the preservation of the nation. In methodology induction was in favor, though some statements specifically supported a generous amount of deduction. The discipline of the schools was less rigid following the conception of "punishment by nature". While the religious purposes were always evident, the here rather than the hereafter was served. In general the medieval reverence for institutions was replaced by the eighteenth century emphasis on the individual.

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paraphrased of all the philosophers and educators. He was listened to with respect whether he discussed "innate ideas" or physical, mental or moral discipline.¹ Surrounded as the youth of these American leaders had been with much of the same conceptions from which Locke broke, his philosophy seemed indeed like a philosophy of "common sense". His conception of "character education" which conceived of instruction as a means rather than the end of education found warm favor. But John Milton was the patron saint of the Academies -- they revered him. Kant, Rousseau, Pestalozzi and Fellenberg are mentioned with favor. French, theories and languages are honored, but the German educational institutions -- especially the gymnasia -- are copied.

The second source of this philosophy was native. The physical situation -- an unconquered far stretching territory challenged narrow puritanic customs at this period. The genial glow of optimism is reflected in the ambitious announcements of plans and hopes for their schools. But lack of money coupled with a surplus of physical possibilities caused the Academies to look with favor upon Fellenberg's Manual Labor conceptions. Latin was in disfavor as a subject to be forced upon all, perhaps in part because of Mulcaster's (1530-1611) scornful remarks, partly because of John Locke's complaints

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FOR THE DEDICATION OF THE ACADEMY, SEPTEMBER 9, 1807

(7)

These, as well, as many other examples, prove beyond a question, that much is due to education, even from men of the first talents, where apparently so few advantages were received. For, in respect to them, *the letter of education was dead ; yet the spirit of it made alive.*

If the principle, delivered by the great Mr. Locke, be true, "That our ideas are derived from sensation and reflection, and that we have no innate ideas," it will follow by a natural, I think I may add, by a necessary consequence, that the mind requireth cultivation and nutriment suitable to its nature, as much, as a very young animal the milk of its dam. The necessity of instruction is therefore obvious and self-evident to every reflecting mind. Even of those great men, who have derived but little aid from early education, it may be said, that they had been far greater, had the best culture and polish been added to the powers of a splendid genius.

Correspondent to the ideas of Mr. Locke, is the sentiment of venerable inspiration, *that man is born like the wild asses' colt.* Many ages and generations of men have passed over in silence and darkness without even "*a stone to tell where they lie.*" There is not a nation ancient or modern, which afterward brightened the historic page by their splendid achievements, but what continued a much longer time in darkness and barbarity. Were the light of science and philosophy to shine on those hordes of savages, who, from the creation to this day, have been in intellectual darkness, who can tell but some rival of Greece or Rome might astonish the world by its progress both in arms and arts? Or, that among the individuals, who composed the nations, who in respect to knowledge, may be said to have dwelt in the *valley of the shadow of death*, some might with proper aid have reached the acme of knowledge and learning, that now in oblivion justify the language of the poet—

"Full many a flower is born to blush unseen,
"And waste it's sweetness on the desert air."

LOCKE'S

PHILOSOPHY

APPLICATION

For the Dedication of the Academy, September 1, 1801

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but more generally because of Franklin's tirades against the Latinists which had an American flavor, and because Latin (or any classic subject) was powerless in the face of huge physical obstacles, and far stretches of territory.

3. The reasons for the founding of the Academies stated as far as possible in order of importance:

First, and foremost, the lack of a secondary ("higher" as it was called) educational institution which could serve the community no matter how large or how small and serve all in the community alike whether boy or girl, whether for "life" or for college. No such institution existed. The Latin Grammar School had never attempted to do that -- the Academy was neither a successor nor a supplement to it. It was an institution answering to the vision for "higher" education which the liberalization of the times demanded.

Second, by including in it the "classical studies" the Academy was the "missing link" between elementary education and the college, for the half dozen or score boys of the surrounding communities who were ambitious to attend college. The Latin Grammar School was too expensive an institution to establish as it administered only to this small minority in each community.

Third, the majority of any community will usually leave to a minority the forward movements such as education, but will also oppose movements which will add further to their

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financial responsibilities. But the Academy was well suited to this situation -- it gave the minority the right and the privilege to carry on without the interference of the "dull of heart and slow of mind".

Fourth, the landed manual workers having wrested from nature some of the comforts of life, saw in the Academy their type of education, the Latin Grammar School being more especially fitted to the narrow vocational aim of the former generations. This was called the democratic rise among the historians of education. It arose as a result of the more favorable situation in which the manual workers found themselves.

Fifth, the liberal philosophy of the times had emancipated womanhood. Only such an institution that would hold out educational hope for the girls was favored in an increasing number of communities.

Two less important reasons should be noted:

Sixth, local pride after the turn of the century demanded that educational opportunities be as numerous in its community as in any other.

Seventh, religious denominations were seeking how to educate their youth to save them for their particular religious creed.

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4. Types of Academies. A natural basis of classification of the Academies is that of sex. Though in Dummer Academy and Phillips the movement began with the "male" students only, of the sixty-seven only the following nine were limited to boys: Dummer, Phillips, Hopkins (Cambridge), Mount Pleasant, Berkshire Gymnasium, Round Hill, Ipswich Grammar, Adams, and Williamstown Free School. The new emphasis, "female" education, evolved seven Academies as follows: Abbot, Greenfield Young Ladies Institute, Ipswich Female Seminary, Middlesex Female Academy, Newton Female Academy, Pittsfield Female Academy, West Brookfield Female Seminary. Billerica's first Academy began as a Boys' school but inside of two years was changed to a co-educational institution. Bradford was a co-educational Academy for a score of years before it became a girls' school. Within certain schools -- especially those nearer Boston where the College Preparatory aim was strong, the tendency was to encourage only "male" attendance.

But the Academy movement on the broad front was co-educational -- an "American" tendency, remarkable in its appearance since the only institution of secondary education known in America -- the Latin Grammar School -- was a boys' school.

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Whether the Academies were founded as a result of town meetings, interested groups, or by individuals aside from the limiting conditions just noted, no differences could be detected.

5. Types of Headmasters -- "The Pace Setters". The Academies with their philosophy of the worth of individuals rather than institutions, or "learning" as such, thrived most when this philosophy was incarnated in the individuals managing the institutions. This personality emphasis concerned the members of the boards of trustees, the headmasters (Preceptors), and the students. The records reveal that the foremost and most successful men of the communities acted on the boards of trustees.² The new institution appealed to students (or parents) who were alert. A calling of the roll of the students of the Academies seems to be calling the roll of the poets, inventors, musicians, writers, preachers, statesmen of the period. But it was the Preceptors who "made" the schools. To mention Samuel Moody, Eliphalet Pearson, Benjamin Greenleaf, Misses Z. P. Grant and Mary Lyon, George

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Bancroft, Joseph Cogswell, and Wilbur Fisk is just to indicate a few of the "great teachers" who made the Academies such attractive work-houses. They were, generally speaking, young men and young women just out or at most three or four years away from their college graduations. Some trustees, Dr. Thacher of Milton for instance, warned against this reliance upon the popularity of the preceptor for the success of the school but most trustees knew that the school rose or fell with the preceptor. It was a position to be held only by creative, winsome, daring men or women.

6. The Amount and Kind of Influence the Colleges Exerted upon the Academies. While it is true that the Academies "escaped the whip of college entrance requirements", it is also true that the colleges exerted a subtle influence over the Academies. To recall that the preceptors were almost without exception graduates from colleges (especially Harvard, Dartmouth, Yale, Williamstown, Brown, Princeton) is to suspect that the Academies would be administered, planned, and carried on with these colleges as patterns. Many of the Academies were linked up either in their courses of study, or in their vacation dates, or in their administrative policies with Harvard. The Commencement program of Harvard College in 1813 has many features common to the Academies. Undoubtedly the Academies often took their "cue" from Harvard. Books which had to be mastered for college entrance were specific

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requirements in most of the College Preparatory departments. But the wide curriculum of the Academy freed it from the absolute domination of the college. An Academy was a "success" if it trained for "life" even though few of its members entered college.

7. The Comparative Importance of the Latin Grammar School and the Academies in the History of Education. The Latin Grammar School is important for the History of American Education but that importance extended only during the earlier period when the colonists were still European or English in outlook, social customs, or ideas. It was not a factor from sometime before the Revolutionary War onward. It may have declined, but it would be more accurate to say that it had stood still while the world moved on. A narrowly conceived theory of mental discipline is undoubtedly responsible for the narrow curriculum it sponsored. The Academy also held the theory of mental discipline but it possessed an effective check on it, in its utilitarian purposes. By the time the Academies became prominent the Latin Grammar School was unconnected with life. Even the college preparatory work was mostly done by ministers and private tutors. The English studies which if the Latin School taught at all were treated as extraneous, the Academies treated as focal -- thus training the men who were to lead the new nation. The Latin Grammar School was not extensively the center of culture for a community, while the Academy's cultural influence was felt

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far and wide, and its enthusiastic spirit popularized education. Finally, ^{in America,} as a European colony the Latin Grammar School was supreme, but as an emerging nation on a new continent the Academy was its educational star.

8. The Influence of the Academies on Contemporary Education and on the Emerging High School. The success of the Academies was in itself a beneficial tonic to flagging education. Mental pursuits were popularized. It raised the cry for new methods, more equipment and better buildings for public education. The established schools emulated the Academies. Occasionally voices would be heard against the Academies. Men like Caleb Cushing of Newburyport, (1826), Charles Hudson of Lexington and Marlborough (1862) and the unknown author of the Manuscript History of Marblehead said the Academy caused neglect of the public schools. But others like B. B. Edwards of Southampton (1841) called attention to the leavening influences of the academies.

The Academy placed secondary education on a high level. By taking over college subjects, it raised college entrance requirements and required the college to advance its curriculum to a broader and higher plane. It served as an experimental station for the High School soon to come, giving it a high scholastic standard, a broad curriculum for a broad clientele. It trained teachers for the elementary schools, and it trained teachers for the emerging High Schools.

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9. The Lasting Contribution of the Early Academies.

It has just been noted that in the Academy movement, ^{secondary} education "goes American", freed from the old English curriculum, from the old world separation of sexes in education, from traditional modes of instruction, and even from slavish following of educational reformers in Europe. In the Academy, the American spirit, optimism and ideals are first incarnated educationally.

The communities were lifted from their lower modes of thinking. The attitudes of the Academy became parts of the general atmosphere of the towns. A writer in speaking of the Academies said, "The beneficent influence of these schools of a higher grade is shown in the general intelligence of the people, in a certain refinement of taste and manners which at once attracts the notice of a stranger." ³

The Academy awakened the sleeping genius of many a community who otherwise would have been untouched. In the westward movements from these communities, the people carried ^{WITH THEM} the enlightened spirit of the Academy.

Education is the work of an awakened remnant, through whom the wider group is touched. The Academy spread the educational fervor. Richard S. Storer, Jr., whose father had given the Dedicatory address when Monson Academy was opened, and who had been a pupil and later a teacher in Monson Academy,

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life experience -- not a theoretic debate -- an historical investigation of the movement was necessary. For this a limited territory and span of time had to be chosen. Massachusetts as the evident "seed farm" of the American Academy movement, was selected; and the seventy years between 1760 and 1830 was chosen as the time span concerned with the initiation of the formative individual academies. The conclusions of other investigators studied showed confused generalizations, and the need of further study of the movement from available original sources.

The task of chapter two was to list the institutions to be studied. It was necessary first to define the institutions since the name "Academy" was used indiscriminately for many kinds of institutions, other names were popular, and

⁴ Semi-Centennial Anniversary of Monson Academy, July 18-19, 1854 (New York: John A. Gray, 1855), pp. 71, 72.

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CHAPTER VI

SUMMARY

This dissertation in its first chapter sets for its problem the discovery of the educational philosophy (and its sources), which was evidenced in the Academy movement -- a philosophy with forces so virile as to pass by the regularly instituted secondary school -- the Latin Grammar School --, and to establish a new institution -- The Academy. Being a life experience -- not a theoretic debate -- an historical investigation of the movement was necessary. For this a limited territory and span of time had to be chosen. Massachusetts as the evident "seed farm" of the American Academy movement, was selected; and the seventy years between 1760 and 1830 was chosen as the time span concerned with the initiation of the formative individual academies. The conclusions of other investigators studied showed confused generalizations, and the need of further study of the movement from available original sources.

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This dissertation in its first chapter sets for its problem the discovery of the educational philosophy (and its sources), which was evidenced in the Academy movement -- a philosophy with forces so virile as to pass by the regularly instituted secondary school -- the Latin Grammar School -- and to establish a new institution -- The Academy. Being a life experience -- not a theoretic debate -- an historical investigation of the movement was necessary. For this a limited territory and span of time had to be chosen. Massachusetts as the evident "seed farm" of the American Academy movement, was selected; and the seventy years between 1760 and 1830 was chosen as the time span concerned with the initiation of the formative individual academies. The conclusions of other investigators studied showed continued generalizations, and the need of further study of the movement from available original sources.

The task of chapter two was to list the institutions to be studied. It was necessary first to define the institutions since the name "Academy" was used indiscriminately for many kinds of institutions, other names were popular, and schools serving secondary education were numerous and varied. In this definition, the dictionaries of the period provided

some general data. A brief historical investigation was then made, of Plato's Academy, of the Academies of the Italian cities during the Renaissance, of the germinations of the Academy in England, of John Milton's Academy, of the popular non-conformist Acad^emies and of Daniel Defoe's projected Academies. Then, as an institution of revolt, of a liberalized curriculum, of private initiative and support, of intimate association of pupils and teachers, in the use of buildings as combined school and residence, and of enthusiasm for educational experiment, the Academy became known in America and institutionalized in Franklin's Academy in Philadelphia. This school was studied for early American trends. With criteria thus determined, former lists of Academies were sought and examined. Two proved valuable as fairly complete -- one of 1830, the other of 1875-6. All the academies included in these lists, and some others, were studied, and from them an Approved List of sixty-seven academies was made. Materials from these academies were located in Historical Repositories, in libraries, and at academies.

As a life phenomenon, however, the Academies reflected ruling philosophies and the temper of the time. Background investigations were therefore made, and presented in the third chapter. The European philosophy of revolution -- social, economic, industrial, and political, as well as educational -- found virgin soil in "America", producing restlessness, new

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indigenous attitudes and institutions. For such a period the established Latin Grammar School revealed a rigidity and inadequacy which fostered public hostility and non-support. To fill the educational need, private school adventurers increased, establishing everywhere their "Schools", "Academies", and "Seminaries", some of which developed into elaborate and fairly permanent institutions. They prepared for college, for "life", for vocational usefulness, for cultural enjoyment, including also liberal education for girls.

But with the establishment in South Byfield of Dummer School, through the generosity of Governor Dummer, in the grants of land and of means, in his Will, a more dignified and permanent private venture began. This "free" school trained two young men who later were to establish the first incorporated "Academy" in Massachusetts, in Andover -- a school bearing the marks of the historic academies, yet suited to American needs. A few "Academies" were established by men influential in the State legislature. Some of these secured grants of State land for the financial support of their "Academies". Chapter four concerned the establishment of a fixed state policy toward the ever increasing academies, whereby they become quasi-public institutions. Then was traced the development of the Academy movement chronologically, in detail, to 1800, after which with the Academies appearing everywhere in the State, the distinctive features were noticed by groups, until all

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sixty-seven academies had been treated.

Chapter five called attention to the "specific task" given in chapter one (Section III). Under the headings of the nine specific items there enumerated, chapter five presented the further conclusions of the research. The Academy movement was the educational counterpart of the liberal philosophy of the eighteenth century, in America, modified by the optimism engendered in the presence of unlimited possibilities. It was created by an educational opportunity existing because no institutions had been evolved from the established school systems, to care for that need. The institution was broad in its service and clientele, led by men who incarnated the creative spirit which brought it forth. It was comparatively free from ^{THE DOMINATION OF} other institutions, and thus able to influence the educational life of a new nation, in which it served to set a broad basis for an indigenous education.

6. What the Academies did with their Waine Lands.

7. A Photostatic History of Miss L. P. Grant's, and Miss Mary Lyons' Academy Connections.

8. Legal Circumlocutions in Changing Academies into High Schools.

9. The Decay of the Academy Movement.

10. The Architecture of Academy Buildings.

11. Female Academies incorporated before the time of Ipswich and Abbot.

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APPENDIX A

Further Researches Needed

"I have endeavored to write history, and even Don Quixote of whom some remarkable vagaries are related, says that 'History is a kind of sacred writing, because truth is essential to it, and where truth is, there God himself is,' but he goes on to say that 'there are men who compose books and toss them out into the world like fritters.' Again he says: 'Let every man take care how he talks or how he writes of other men, and not set down at random, higgledy-piggledy whatever comes into his noodle.'" -- David Barnes Ford, History of Hanover Academy (Boston: H. M. Hight, 1899), Preface pp. 5, 6.

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3. Academy Debating Societies.
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13. The Official Policy adopted for the Academies by the various states.¹

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- Mayo, A. O., "American Academies", Education, 17:203, January 1897
- . . . , "The New American Academy", Education, 17:276-81, January 1907
- "The New England Academy", Journal of Education, 65:647-57, June 13, 1907
- "The Old Village Academy", Atlantic Monthly, 72:853
- Paine, R. D., "Famous American Preparatory Schools", Metropolitan Magazine (N.Y.), 30:527-40, August 1909
- Parkes, H. B., "Morals and Law Enforcement in Colonial New England", New England Quarterly, 5:431-52, July 1932
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- Pette, George D., and others, "Problems which confront the Academy", Education, 21:65-80, October 1900
- Ross, A. Franklin, "Private Schools in American Education", Educational Review, 23:503-11, May 1902
- Schuyler, W. H., "Academy Endowments", Lippincots, 33:553
- "Select Girls' Schools", Fortune, 4:38-44, 84, 86, August 1931
- Steele, G. M., "The New England Academy; Has It Outlived Its Usefulness?" Education, 15:513
- Thomas, J. H., "The Academies of Indiana", Indiana Magazine of History, 10:331-58, December 1914
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B - Continued

- Tomlinson, E. T., "Academies, Baptist", Baptist Quarterly Review
History, 10:331-38, December 1914
- Thomas, J. H., "The Academies of Indiana", Indiana Magazine of
History, 15:213
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Usefulness?", Education, 15:213
- "Select Girls' Schools", Fortune, 4:38-44, 84, 86, August 1931
- Schuyler, W. H., "Academy Endowments", Lippincott, 35:253
- Ross, A. Franklin, "Private Schools in American Education",
Educational Review, 25:505-11, May 1902
- Peter, George D., and others, "Problems which confront the
Academy", Education, 21:65-80, October 1900
- Pembroke (N.H.) Academy", Granite Monthly, 41:225-38, July 1909
- Parker, H. B., "Morale and Law Enforcement in Colonial New
England", New England Quarterly, 8:431-52, July 1932
- Paine, R. D., "Famous American Preparatory Schools", Metropol-
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- "The Old Village Academy", Atlantic Monthly, 72:853
- "The New England Academy", Journal of Education, 65:647-57,
June 13, 1907
- "The New American Academy", Education, 17:276-81,
January 1907
- Mayo, A. O., "American Academies", Education, 17:203, January
1907
- "Life At An Academy", Monthly Religious Magazine, Boston,
(Published from 1844 to 1874), 45:603
- Lester, J. A., "Bureau of Research for the Independent Secondary
School", School and Society, 25:344-6, March 19, 1927
- King, C., "The American Military Academy", Fine Arts Journal,
29:429-42, July 1913
- Hollister, H. A., "Development of Secondary Education", School
And Home Education, 41:59-62, December 1921 and
January 1922.

C

ENCYCLOPEDIAS, DICTIONARIES, JOURNALS, PROCEEDINGS

GOVERNMENTAL REPORTS

American Quarterly Register

(Quarterly Register and Journal of American Educational Society)

Published: First in Andover, then in Boston.

Vol. II (1830) pp. 232-4

Vol. III 91831) pp. 288 ff.

Vol. V (1833) pp. 288 ff.

Barnard, Henry (ed.) Journal of Education

Published from 1850-

Encyclopedia Brittanica (14th Edition)Fortieth Annual Report of the Massachusetts Board of Education, 1875-6

Boston: Albert J. Wright, State Printer, 1877

Johnson, Samuel, Dictionary of the English Language

London: Printed by W. Strahan, 1755

(At the Boston Athanaeum)

Johnson, Samuel, Dictionary of the English Language, in miniature.

London: Longman and Rees (14th Ed.), 1801

(At Essex Institute, Salem)

Johnson, Samuel, Dictionary of the English Language, in miniature. First American Edition 1804

(At Essex Institute, Salem)

Johnson, Samuel, Dictionary of the English Language in Miniature

Salem (Mass.): Printed and Published by Cushing and Appleton, 1823

(At Massachusetts Historical Society, Boston)

Massachusetts Historical Society's Collections, 1802 ff.Monroe, Paul (ed.), Cyclopedia of Education

New York: Macmillan Co., (Five Volumes 1911-13)

National Cyclopedia of American Biography

New York: James T. White and Co., 1899

National Cyclopaedia of American Biography
New York: James T. White and Co., 1892

Monroe, Paul (ed.), Cyclopaedia of Education
New York: Macmillan Co., (Five Volumes 1911-13)

Massachusetts Historical Society's Collections, 1802 ff.

(At Massachusetts Historical Society, Boston)

Applenton, 1823

Salem (Mass.): Printed and Published by Cushing and

Johnson, Samuel, Dictionary of the English Language, in Ministry

(At Essex Institute, Salem)

ture, First American Edition 1804

Johnson, Samuel, Dictionary of the English Language, in Ministry

(At Essex Institute, Salem)

London: Longman and Rees (14th Ed.), 1801

Johnson, Samuel, Dictionary of the English Language, in Ministry

(At the Boston Athenaeum)

London: Printed by W. Strahan, 1755

Johnson, Samuel, Dictionary of the English Language

Boston: Albert J. Wright, State Printer, 1877

1875-6

Fortieth Annual Report of the Massachusetts Board of Education,

Cyclopaedia Britannica (14th Edition)

Published from 1829-

Barnard, Henry (ed.), Journal of Education

Vol. V (1833) pp. 288 ff.

Vol. III (1831) pp. 288 ff.

Vol. II (1830) pp. 232-4

Published: First in Andover, then in Boston.

Educational Society)

(Quarterly Register and Journal of American

American Quarterly Register

GOVERNMENTAL REPORTS

ENCYCLOPEDIAS, DICTIONARIES, JOURNALS, PROCEEDINGS

C - Continued

The New England Magazine

Boston: The New England Magazine Co.

The New English Dictionary, Edited by James A. H. Murray

Oxford: Clarendon Press.

Vol. VIII (1914)

Proceedings of the American Antiquarian Society

Worcester: Published by the Society

New Series Vol. IV (1888)

Report of Commissioner, United States Bureau of Education,
1894-5"Education in the Northwest during the first half
century of the Republic, 1790-1840", Vol.
II, pp. 1513-1550"American Common School in New England, 1790-1840"
Vol. II pp. 1551-1615"Report of Committee on Secondary Education" with discussion,
National Educational Association Proceeding and
Addresses, 1885, pp. 447-58Reviews the history of Academies and
discusses their relations to High
Schools.

1807-1824

Official Record Book of "Salem Private Grammar School in
Chestnut Street"
(At Essex Institute, Salem)

1811-1828

Official Record Book of "Plymouth County Educational
Society"
(At Congressional Library, Boston)

1813

A Manuscript Catalogue Westford Academy, October 24, 1813
(At Harvard University, Educational Collections)

1817

Salem Private Grammar School, Financial State No. 20, also
Record of Sale to 1817.
(At Essex Institute)

C - Continued

The New England Magazine
Boston: The New England Magazine Co.

The New English Dictionary, Edited by James A. H. Murray
Oxford: Clarendon Press.
Vol. VIII (1914)

Proceedings of the American Antiquarian Society
Worcester: Published by the Society
New Series Vol. IV (1888)

Report of Commissioner, United States Bureau of Education,
1894-5
"Education in the Northwest during the first half
century of the Republic, 1790-1840", Vol.
II, pp. 1513-1550

"American Common School in New England, 1790-1840"
Vol. II pp. 1551-1615

"Report of Committee on Secondary Education" with discussion,
National Educational Association Proceedings and
Addresses, 1885, pp. 447-58
Reviews the history of Academies and
discusses their relations to High
Schools.

D

MANUSCRIPTS (MS)

Note: Essex Institute Manuscript materials here listed are to be found in the Unclassified Manuscript room, under the "Town" designation.

1784-1823

Official Record Book (A) of Leicester Academy

1824-1848

Official Record Book (B) of Leicester Academy
(Both record books are at the American Antiquarian Society, Worcester, Mass.)

1802

Correspondence:

Father to his daughter, Anna Salsonstall who had attended Mrs. Rowson's "Academy" at Medford.

Mrs. Susanna Rowson to Anna Salsonstall. "Honor slips" enclosed.

(At Massachusetts Historical Society, Boston)

1803

Private School Tuition Receipt, Boston, October 15, 1803
(At Harvard University, Educational Collections)

1807-1824

Official Record Book of "Salem Private Grammar School in Chestnut Street"
(At Essex Institute, Salem)

1811-1838

Official Record Book of "Plymouth County Educational Society"
(At Congregational Library, Boston)

1813

A Manuscript Catalogue Westfield Academy, October 20, 1813
(At Harvard University, Educational Collections)

1817

Salem Private Grammar School, Financial Share No. 30, also Record of Sale in 1822.
(At Salem, Essex Institute)

D

MANUSCRIPTS (MS)

Note: Essex Institute Manuscript materials here listed are to be found in the Unclassified Manuscript room, under the "Town" designation.

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Official Record Book of "Blymuth County Educational Society"
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A Manuscript Catalogue Westfield Academy, October 20, 1813
(At Harvard University, Educational Collections)

1817

Salem Private Grammar School, Financial Share No. 30, also Record of Sale in 1822.
(At Salem, Essex Institute)

D - Continued

1820

Note accompanying gift from the Students of the Salem Female School to their Preceptor.
(At Essex Institute, Salem)

1820

Composition of a pupil, Lilly Eaton, Bradford Academy, September 15, 1820.
(At Harvard University, Educational Collections)

1821-1878

Official Record Book of Merrimack Academy, East Bradford (Groveland)
(At Essex Institute, Salem)

1823

Record Book of the "Declaiming and Debating Club of Newburyport, Massachusetts"
(At Essex Institute, Salem)

1825

Official Records of "Educational Society of Boston and Its Vicinity, Instituted May 19, 1825"
(At Congregational Library, Boston)

1826-1829

Official Records of "Educational Society (female), Boston"
(At Congregational Library, Boston)

1829

Agreement between Z. P. Grant and the Trustees of Ipswich Female Seminary.
(At Essex Institute, Salem)

1830 ?

Report of Religion in Ipswich Female Seminary.
(At Essex Institute, Salem)

1830

Record Book of "Newburyport Second Social Library" Includes list of books in the First Library -- 1780-1814
(At Essex Institute, Salem)

1832

H. A. Buckland, Address at Annual Examination, Wilbraham Academy. (Has been copied by typewriter. At Harvard University, Educational Collections)

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H. A. Buckland, Address at Annual Examination, Wilbraham Academy. (Has been copied by typewriter. At Harvard University, Educational Collections)

1830
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1830 ?
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1829
Agreement between E. P. Grant and the Trustees of Ipswich Female Seminary. (At Essex Institute, Salem)

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Official Records of "Educational Society (female), Boston" (At Congregational Library, Boston)

1825
Official Records of "Educational Society of Boston and its Vicinity, Instituted May 12, 1825" (At Congregational Library, Boston)

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1821-1878
Official Record Book of Merrimack Academy, East Bradford (Groveland) (At Essex Institute, Salem)

1820
Composition of a pupil, Lilly Eaton, Bradford Academy, September 12, 1820. (At Harvard University, Educational Collections)

1820
Note accompanying gift from the Students of the Salem Female School to their Preceptor. (At Essex Institute, Salem)

D - Continued

D - Continued

1832-6Lancasterian School Register, Newburyport.

Contains also transcript of some school votes taken in 1821.

(At Essex Institute, Salem)

1838 ?C. T. Torrey, Suggestions on Education Under the Patronage of the State.1870

Letter to Rev. Dr. Sweetser, December 16, 1870, from Jos. A. Denny, Leicester Academy.

(At American Antiquarian Society, Worcester)

1901Jane Carpenter, Development of the Curriculum of Phillips Academy, Andover. (Unpublished Master's Thesis, Columbia, 1901) This thesis is based, in a large part, on the Manuscript Records of the Board of Trustees of Phillips Academy.1932Elbridge P. Eaton, History of Education in Salem (Unpublished Master's Thesis, Boston University, 1932)UNDATED MANUSCRIPTS APPARENTLY COMING
FROM THE PERIOD BEING STUDIEDOld Latin School Salem, Rules

(At Essex Institute, Salem)

History of Marblehead

(At Essex Institute, Salem)

Jean Sarah Ford, Bradford, A New England Academy
Bradford: Alumni Association, 1930Letter to Mrs. Mary Jackson in Andover from Mrs. Sarah E. Smith.

D - Continued

1832-3

Leicester School Register, Newburyport.
Contains also transcript of some school votes taken
in 1821.
(At Essex Institute, Salem)

1833 ?

C. T. Torrey, Suggestions on Education Under the Patronage
of the State.

1870

Letter to Rev. Dr. Sweetser, December 16, 1870, from Jos. A.
Denny, Leicester Academy.
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1901

Jane Carpenter, Development of the Curriculum of Phillips
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Columbia, 1901) This thesis is based, in
a large part, on the Manuscript Records
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Academy.

1932

Bridge P. Eaton, History of Education in Salem (Unpublished
Master's Thesis, Boston University, 1932)

UNDATED MANUSCRIPTS APPARENTLY COMING
FROM THE PERIOD BEING STUDIED

Old Latin School Salem, Rules

(At Essex Institute, Salem)

History of Marblehead

(At Essex Institute, Salem)

E

ADDITIONAL MATERIALS ON THE INDIVIDUAL ACADEMIES

(Only the materials yielding information are listed. It should be remembered that the material in The Fortieth Annual Report of the Massachusetts Board of Education, and articles in Journal of Education, edited by Henry Barnard, contributed to each of the Academies here listed.)

ABBOT FEMALE ACADEMY

1834

Catalogue of Abbot Academy

1856

James M. Hopin, Address at Abbott Female Academy, July 1856
Andover: Warren F. Draper, 1856

1879

Semi-Centennial Catalogue (1829-1879)
Andover: Warren F. Draper, 1879

1880

Philena and Phebe F. McKeen, Annals of Fifty Years -- A History of Abbot Academy
Andover: Warren F. Draper, 1880

1886

Annie Sawyer Downs, Abbot Academy -- A Sketch of Its History
Boston: The New England Magazine, 1886

1925, 1926, 1927, 1928

Abbot Academy Bulletins

1929

Addresses of the 100th Anniversary of Abbot Academy
Andover Printing

1930

Jean Sarah Pond, Bradford, A New England Academy
Bradford: Alumnae Association, 1930

1934

Letter to Mrs. Mary Jackson in Andover from Mrs. Sarah K. Smith.

ADDITIONAL MATERIALS ON THE INDIVIDUAL ACADEMIES

(Only the materials yielding information are listed. It should be remembered that the material in The Fortieth Annual Report of the Massachusetts Board of Education, and articles in Journal of Education, edited by Henry Barnard, contributed to each of the Academies here listed.)

ABBOT FEMALE ACADEMY

1854

Catalogue of Abbot Academy

1855

James M. Hopin, Address at Abbot Female Academy, July 1855
Andover: Warren F. Draper, 1855

1879

Semi-Centennial Catalogue (1829-1879)
Andover: Warren F. Draper, 1879

1880

Phyllis and Phoebe F. McKean, Annals of Fifty Years -- A History of Abbot Academy
Andover: Warren F. Draper, 1880

1886

Annie Sawyer Downe, Abbot Academy -- A Sketch of Its History
Boston: The New England Magazine, 1886

1925, 1926, 1927, 1928

Abbot Academy Bulletin

1929

Addresses of the 100th Anniversary of Abbot Academy
Andover Printing

1930

Jean Sarah Pond, Bradford, A New England Academy
Bradford: Alumnus Association, 1930

1934

Letter to Mrs. Mary Jackson in Andover from Mrs. Sarah A. Smith.

ADAMS ACADEMY, QUINCY

1823

Deeds and Other Documents of Presidents Adams
 (With a catalogue of his library)
 Cambridge: Hilliard and Metcalf, 1823

1846

Report of the Committee to Consider an Academy
 Printed in Quincy, Mass.

1873 ff.

Adams Academy Catalogues
 Cambridge: Riverside Press.

AMHERST ACADEMY

1823

Catalogue (Broadside) of Amherst Academy

1825, 1827, 1830, 1832, 34, 41, 42, 43, 47

Catalogues of Amherst Academy

1929

Frederick Tuckerman, Amherst Academy, A New England School
of the Past
 Amherst: For the Trustees, 1929

BERKSHIRE GYMNASIUM, PITTSFIELD

1829

History of the County of Berkshire
 Pittsfield: Samuel W. Bush, 1829
 Part I General View of the County
 Part II An Account of the Several Towns

1844

David D. Field, History of Pittsfield, Massachusetts
 Hartford: Case, Tiffany and Burnham, 1844

ADAMS ACADEMY, QUINCY

1823
Deeds and Other Documents of President Adams
(With a catalogue of his library)
Cambridge: Willard and Metcalf, 1823

1846
Report of the Committee to Consider an Academy
Printed in Quincy, Mass.

1873 ff.
Adams Academy Catalogues
Cambridge: Riverside Press.

AMHERST ACADEMY

1823
Catalogue (Broadsheet) of Amherst Academy
1825, 1827, 1830, 1832, 34, 41, 42, 43, 47
Catalogues of Amherst Academy

1929
Frederick Tuckerman, Amherst Academy, A New England School
of the Past
Amherst: For the Trustees, 1929

BERKSHIRE GYMNASIUM, PITTSFIELD

1829
History of the County of Berkshire
Pittsfield: Samuel W. Bush, 1829
Part I General View of the County
Part II An Account of the Several Towns

1844
David D. Field, History of Pittsfield, Massachusetts
Hartford: Case, Tiffany and Burnham, 1844

BERKSHIRE (LENOX) ACADEMY, LENOX

1829

History of the County of Berkshire

Pittsfield: Samuel W. Bush, 1829

Especially in Part II under "Town of Lenox"

1853

Semi-Centennial Catalogue of the Officers and Students, 1800-1853

1853

Cambridge: Metcalf and Co., 1853

1870

Elizabeth Adams Barrows, A Memorial For Bradford Academy

Boston: Congregational Sunday School and Publishing Co., 1870, 189 pp.

1890

John Sarah Ford, Billerica Academy

Bradford: Alumni Association, 1890, 368 pp.

1855

Celebration of the Two Hundredth Anniversary of Billerica, Mass.

Lowell: S. J. Varney, 1855

1883

Henry A. Hazen, History of Billerica, Massachusetts.

Boston: A. Williams and Co., 1883

1890

D. Hamilton Hurd, History of Middlesex County

Philadelphia: J. W. Lewis and Co., 1890

(At Massachusetts Historical Society)

1898

Historical Notes of the Bridgewater Academy

Boston: A. W. Dutton and Son, 1898

(At Massachusetts Historical Society)

1883

History of Plymouth County

No date (apparently just after 1855)

No name of publisher or printer.

(At Boston Public Library)

BERKSHIRE (LENOX) ACADEMY, LENOX

1829
History of the County of Berkshire
 Pittsfield: Samuel W. Bush, 1829
 Especially in Part II under "Town of Lenox"

BILLERICA ACADEMY

1855
Celebration of the Two Hundredth Anniversary of Billerica,
 Mass.
 Lowell: S. J. Varney, 1855

1883
Henry A. Hazen, History of Billerica, Massachusetts.
 Boston: A. Williams and Co., 1883

1890
D. Hamilton Hurd, History of Middlesex County
 Philadelphia: J. W. Lewis and Co., 1890

BRADFORD ACADEMY

- 1820
Composition (MS) by a pupil, Lilley Eaton, September 15, 1820
- 1853
Semi-Centennial Catalogue of the Officers and Students, 1803-1853
Cambridge: Metcalf and Co., 1853
- 1870
Elizabeth Adams Barrows, A Memorial For Bradford Academy
Boston: Congregational Sunday School and Publishing Co., 1870, 189 pp.
- 1930
Jean Sarah Pond, Bradford, A New England Academy
Bradford: Alumnae Association, 1930, 368 pp.

BRIDGEWATER ACADEMY

- 1823
Catalogue of the Bridgewater Academy
(At Massachusetts Historical Society)
- 1859
Historical Notice of the Bridgewater Academy
Boston: A. W. Dutton and Son, 1859
(At Massachusetts Historical Society)
- 1883 ?
History of Plymouth County
No date (apparently just after 1883)
No name of publisher or printer.
(At Boston Public Library)

BRADFORD ACADEMY

1820
Composition (MS) by a pupil, Lilley Eaton, September 15, 1820

1823
Semi-Centennial Catalogue of the Officers and Students, 1803-

1823
Cambridge: Metcalf and Co., 1823

1870
Elizabeth Adams Barrow, A Memorial for Bradford Academy
Boston: Congregational Sunday School and Publishing
Co., 1870, 189 pp.

1930
Team Sarah Pond, Bradford, A New England Academy
Bradford: Alumni Association, 1930, 368 pp.

BRIDGEWATER ACADEMY

1823
Catalogue of the Bridgewater Academy
(At Massachusetts Historical Society)

1829
Historical Notice of the Bridgewater Academy
Boston: A. W. Dutton and Son, 1829
(At Massachusetts Historical Society)

1883 ?
History of Plymouth County
No date (apparently just after 1883)
No name of publisher or printer.
(At Boston Public Library)

BRISTOL ACADEMY, TAUNTON

1797

Mr. Simeon Doggett, Discourse at the Dedication of Bristol Academy, July 18, 1796
 Newbedford: J. Spooner, 1797

1837

Catalogue of Bristol Academy, Fall Term
 With the plan of instruction and list of text books.

1852

Cornelius C. Felton, Address at Dedication of New Building
 August 25, 1852
 With an Historical Sketch.

1892

William E. Fuller, Historical Address at One Hundredth Anniversary of Bristol Academy June 30, 1892

CHATHAM ACADEMY

1912

James W. Hawes, Historical Address at Two Hundredth Anniversary of Chatham, Massachusetts.
 Yarmouthport: The Register Press, 1912
 Found as No. 78 in Library of Cape Cod

BRISTOL ACADEMY, TAUNTON

1897

Mr. Simon Doggett, Discourse at the Dedication of Bristol Academy, July 18, 1896
New Bedford: J. Spooner, 1897

1897

Catalogue of Bristol Academy, Fall Term
With the plan of instruction and list of text books.

1892

Cornelius G. Felton, Address at Dedication of New Building
August 25, 1892
With an Historical Sketch.

1892

William E. Fuller, Historical Address at One Hundredth Anniversary of Bristol Academy June 30, 1892

CHATHAM ACADEMY

1912

James W. Hawes, Historical Address at Two Hundredth Anniversary of Chatham, Massachusetts.
Lyndonport: The Register Press, 1912
Found as No. 78 in Library of Cape Cod

COFFIN SCHOOL, NANTUCKET

1838

Cyrus Pierce, and others, An Address on Education to the
Inhabitants of Nantucket, December 15, 1837
Providence: Knowles, Vose and Co., 1838

1886

Thomas Coffin Amory, The Life of Admiral Sir Isaac Coffin,
Baronet
Boston: Cupples, Upham and Co., 1886

1928

William Francis Macy, The Story of Old Nantucket
Boston: Houghton, Mifflin Co., Second Ed., 1928
(First ed., 1915)

DAYS ACADEMY, WRENTHAM

1832

Catalogue (Broadside) of Day's Academy

1836

Catalogue of Day's Academy

COFFIN SCHOOL, NANTUCKET

1838
Gyris Pierce, and others, An Address on Education to the
Inhabitants of Nantucket, December 13, 1837
 Providence: Knowles, Vose and Co., 1838

1886
Thomas Coffin Amory, The Life of Admiral Sir Isaac Coffin,
Baronet
 Boston: Cupples, Upham and Co., 1886

1928
William Francis Macy, The Story of Old Nantucket
 Boston: Houghton, Mifflin Co., Second ed., 1928
 (First ed., 1912)

DAYS ACADEMY, WRENTHAM

1832
Catalogue (Broadside) of Day's Academy

1856
Catalogue of Day's Academy

DEERFIELD ACADEMY

1799

Joseph Lyman, The Advantages and Praises of Wisdom
 Greenfield: Francis Barker, 1799
 (Opening Address at Deerfield Academy)

1815

Rodolphus Dickinson, A Geographical, Statistical, and
Historical View of Deerfield
 Deerfield: Graves and Wells, printers, 1815

1886

Catalogue of Relics and Curiosities in Memorial Hall,
 Deerfield, Massachusetts.
 Deerfield: Printed for the Pocumtuck Valley Memorial
 Association, 1886.

1898

George Sheldon, "Deerfield, Old Pocumtuck Valley", in
Historical Towns of New England, (Lyman P. Powell,
 ed.)
 New York: G. P. Putnam's Sons, 1898

1835

Solomon Lincoln, Address at Two Hundredth Anniversary of
Wingham
 Wingham: Jedidiah Farmer, 1835

1869

Catalogue and Circular of Derby Academy
 Boston: J. Frank Farmer, 1869

1885

Two Hundredth and Fiftieth Anniversary of Wingham
 Wingham: By Committee of Arrangements, 1885

DEERFIELD ACADEMY

1799

Joseph Lyman, The Advantages and Praises of Wisdom
 Deerfield: Francis Barker, 1799
 (Opening Address at Deerfield Academy)

1815

Nobolpus Dickinson, A Geographical, Statistical, and
 Historical View of Deerfield
 Deerfield: Graves and Wells, Printers, 1815

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Catalogue of Relics and Curiosities in Memorial Hall,
 Deerfield, Massachusetts.
 Deerfield: Printed for the Pocumtuck Valley Memorial
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1898

George Sheldon, "Deerfield, Old Pocumtuck Valley", in
 Historical Towns of New England, (Lyman F. Powell,
 ed.)
 New York: G. P. Putnam Sons, 1898

DERBY ACADEMY, HINGHAM

1806

Deed of Lease and Release of Sarah Derby

Boston: Printed at the Repertory Office, 1806

Contains: The will and codicil of the will; the act of incorporation; the act for erecting the Derby School into an academy; the Resolve of the General Court granting a half township of land; and the Rules and Regulations of the Trustees.

1807

Edward Richmond, Sermon to the Scholars of Derby Academy,
April 15, 1807

Boston: Munroe and Francis, 1807

1818

Andrews Norton: Discourse on Religious Education, May 20,
1818

Boston: Wells and Lilly, 1818

1828

Convers Francis, Errors in Education, May 21, 1828

Hingham: Farmer and Brown, 1828

1835

Solomon Lincoln, Address at Two Hundredth Anniversary of
Hingham

Hingham: Jedidiah Farmer, 1835

1869

Catalogue and Circular of Derby Academy

Boston: J. Frank Farmer, 1869

1885

Two Hundredth and Fiftieth Anniversary of Hingham

Hingham: By Committee of Arrangements, 1885

DERBY ACADEMY, HINGHAM

- 1806 Deed of Lease and Release of Sarah Derby
Printed at the Hepworth Office, 1806
 Boston: Contains: The will and codicil of the
 will; the act of incorporation; the act
 for erecting the Derby School into an
 academy; the Resolves of the General Court
 granting a half township of land; and the
 Rules and Regulations of the Trustees.
- 1807 Edward Richmond, Sermon to the Scholars of Derby Academy,
April 15, 1807
 Boston: Munroe and Francis, 1807
- 1818 Andrew Norton: Discourse on Religious Education, May 20,
1818
 Boston: Wells and Lilly, 1818
- 1828 Convers Francis, Errors in Education, May 21, 1828
 Hingham: Farmer and Brown, 1828
- 1835 Solomon Lincoln, Address at Two Hundredth Anniversary of
Hingham
 Hingham: Jeddish Farmer, 1835
- 1869 Catalogue and Circular of Derby Academy
 Boston: J. Frank Farmer, 1869
- 1885 Two Hundredth and Fiftieth Anniversary of Hingham
 Hingham: By Committee of Arrangements, 1885

DUMMER ACADEMY

1820Catalogue (Broadside) of Dummer Academy1837An Account of Dummer Academy, Together with a statement of alterations and improvements about to be made by the Trustees.

Boston: Boston Courier, 1837

1844Catalogue of the Officers and Students, 1763-1843

Salem: Salem Gazette Office, 1844

1848Act of Incorporation, by-laws, rules and regulations of Dummer Academy

Boston: C. C. P. Moody, 1848

1854Mrs. E. Vale Smith, History of Newburyport

Boston: Damrell and Moore, 1854

1863Nehemiah Cleveland, The First Century of Dummer Academy Discourse of August 12, 18631886Address of Major Ben Perley Poore and Report of Hon. George Choate, at the Dedication of the New Dormitory, Oct. 22, 1885

Newburyport: Huse and Co., 1886

1888William Dummer Northend, Address at One Hundred and Twenty-fifth Anniversary of Dummer Academy, June 19, 1888
Salem: Salem Press, 1888

DUMMER ACADEMY

1820

Catalogue (Broadsheet) of Dummer Academy

1837

An Account of Dummer Academy, Together with a statement of alterations and improvements about to be made by the Trustees.
Boston: Boston Courier, 1837

1844

Catalogue of the Officers and Students, 1763-1843
Balem: Balem Gazette Office, 1844

1848

Act of Incorporation, by-laws, rules and regulations of
Dummer Academy
Boston: G. C. P. Moody, 1848

1854

Mrs. E. Vele Smith, History of Newburyport
Boston: Davenport and Moore, 1854

1863

Memorial Cleveland, The First Century of Dummer Academy
Discourse of August 12, 1863

1886

Address of Major Ben Perley Poore and Report of Hon. George
Choate, at the dedication of the New Dormitory,
Oct. 22, 1885
Newburyport: Hase and Co., 1886

1888

William Dummer Northend, Address at One Hundred and Twenty-
fifth Anniversary of Dummer Academy, June 19, 1888
Balem: Balem Press, 1888

FRAMINGHAM ACADEMY

1847

William Barry, History of Framingham
Boston: James Munroe and Co., 1847

1887

Josiah Howard Temple, History of Framingham
Framingham: Published by the Town, 1887

1890

D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. III, p. 638 ff.

FRANKLIN ACADEMY

1857

May, S. J., "Memoirs of Cyrus Peirce", Henry Barnard (ed.)
Journal of Education, Vol. IV (1857), p. 275
(The basis for information in regard to
Franklin Academy, in this article and other
articles in Journal of Education)

1930

Jean Sarah Pond, Bradford, A New England Academy
Bradford: Published by Alumnae Association, 1930

FRAMINGHAM ACADEMY

1847
William Barry, History of Framingham
Boston: James Munroe and Co., 1847

1887
Josiah Howard Temple, History of Framingham
Framingham: Published by the Town, 1887

1890
D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. III, p. 638 ff.

FRANKLIN ACADEMY

1887
May, S. J., "Memoirs of Cyrus Peirce", Henry Barnard (ed.),
Journal of Education, Vol. IV (1887), p. 275
(The basis for information in regard to
Franklin Academy, in this article and other
articles in Journal of Education)

1930
Jean Sarah Pond, Bradford, A New England Academy
Bradford: Published by Alumnus Association, 1930

FRIENDS ACADEMY, NEW BEDFORD

1830

Catalogue of Friends Academy

New Bedford: S. S. Smith, printer

1869

Circular of Friends Academy with Historical Sketch

Providence: Providence Press Co., 1869

1876

Historical Sketch, Friends Academy

New Bedford: Fessenden and Baker, 1876

GATES ACADEMY, MARLBOROUGH

1862

Charles Hudson, History of the Town of Marlborough

Boston: T. R. Marvin and Son, 1862

1879

Cyrus Felton, A Record of Remarkable Events in Marlborough

Marlborough: Stillman B. Pratt, 1879

FRIENDS ACADEMY, NEW BEDFORD

1870

Catalogue of Friends Academy
New Bedford: S. S. Smith, printer

1869

Circular of Friends Academy with Historical Sketch
Providence: Providence Press Co., 1869

1876

Historical Sketch, Friends Academy
New Bedford: Tinsman and Baker, 1876

GATES ACADEMY, MARLBOROUGH

1862

Charles Hudson, History of the Town of Marlborough
Boston: T. R. Marvin and Son, 1862

1879

Cyrus Felton, A Record of Remarkable Events in Marlborough
Marlborough: Stillman B. Pratt, 1879

LINCOLN GRAMMAR FUND

1835

Lemuel Shattuck, History of Concord and Adjoining Towns
 Boston: Russell, Adiorne and Co.

1890

D. Hamilton Hurd, History of Middlesex County
 Philadelphia: J. W. Lewis and Co.

1899

Proceedings of One Hundredth and Fiftieth Anniversary of
First Church in Lincoln, Mass., August 21 and
September 4, 1898.
 Cambridge: The University Press.

1905

Celebration of One Hundredth and Fiftieth Anniversary of
Lincoln, Massachusetts, April 23, 1904
 Lincoln: Printed for the Town.

GREENFIELD YOUNG LADIES SCHOOL

1829

Outline of Plan of Education at the Greenfield High School
for Young Ladies
 With Catalogue for 1828-1829
 Greenfield: Phelps and Ingersoll, 1829

1837

Catalogue for 1836-37, with Remarks
 Greenfield: Phelps and Ingersoll, 1837

1838

D. Willard, History of Greenfield
 Greenfield: Kneeland and Eastman, 1838

LINCOLN GRAMMAR FUND

1855
Comer, Shattuck, History of Concord and Adjacent Towns
 Boston: Russell, Milburn and Co.

1890
D. Hamilton Hurt, History of Middlesex County
 Philadelphia: J. W. Lewis and Co.

1898
Proceedings of the Hundredth and Fifteenth Anniversary of
First Church in Lincoln, Mass., August 21 and
September 4, 1898.
 Cambridge: The University Press.

1902
Celebration of the Hundredth and Fifteenth Anniversary of
Lincoln, Massachusetts, April 23, 1902
 Lincoln: Printed for the Town.

GREENFIELD YOUNG LADIES SCHOOL

1892
Outline of Plan of Education at the Greenfield High School
 for Young Ladies

With Catalogue for 1892-1893
 Greenfield: Phelps and Ingersoll, 1892

1897
Catalogue for 1896-97, with Remarks
 Greenfield: Phelps and Ingersoll, 1897

1898
D. Wilson, History of Greenfield
 Greenfield: Knapp and Eastman, 1898

HANOVER ACADEMY

1853

John Stetson Barry, Historical Sketch of Hanover, Massachusetts

Boston: Samuel G. Drake, 1853

1877

John Davis Long, Address at One Hundredth and Fiftieth Anniversary of Hanover, June 14, 1777

Clipping from a paper -- name not given.

(At Boston Public Library)

1899

David Barnes Ford, History of Hanover Academy

Boston: H.M. Hight, 1899

HAVERHILL ACADEMY

1832

B. L. Mirick, History of Haverhill

Haverhill: A. W. Thayer, 1832

(At Boston Public Library, Special Libraries)

1861

George Wingate Chase, The History of Haverhill

Haverhill: George W. Chase, 1861

1886

Reunion of the School Mates of John Greenleaf Whittier,
September 10, 1885

Haverhill: Chase Brother, 1886

1890

Albert L. Bartlett, The Haverhill Academy and the Haverhill High School

Haverhill: Chase Brothers, 1890

(At Boston Public Library, Special Libraries)

HANOVER ACADEMY

1855
John Stearns Barry, Historical Sketch of Hanover, Massachusetts
 Boston: Samuel G. Drake, 1855
 Setts

1877
John Davis Long, Address at One Hundredth and Fiftieth Anniversary of Hanover, June 14, 1877
 Clipping from a paper -- name not given.
 (At Boston Public Library)

1899
David Barnes Ford, History of Hanover Academy
 Boston: H.M. Houghton, 1899

HAVERHILL ACADEMY

1832
E. L. Mirick, History of Haverhill
 Haverhill: A. W. Thayer, 1832
 (At Boston Public Library, Special Libraries)

1861
George Wingate Chase, The History of Haverhill
 Haverhill: George W. Chase, 1861

1886
Reunion of the School Mates of John Greenleaf Whittier
 September 10, 1885
 Haverhill: Chase Brothers, 1886

1890
Albert L. Bartlett, The Haverhill Academy and the Haverhill High School
 Haverhill: Chase Brothers, 1890
 (At Boston Public Library, Special Libraries)

HOPKINS ACADEMY, HADLEY

1818

Catalogue (Broadside) of Hopkins Academy

1820

Catalogue of Hopkins Academy

1859

F. D. Huntington, Address at Two Hundredth Anniversary of
Hadley, June 8, 1859
Northampton: Bridgman and Childs, 1859

1863

Sylvester Judd, History of Hadley
Northampton: Metcalf and Co., 1863

1877

Sereno Clark, Memoir of John Woodbridge
Boston: Lee and Shepard, 1877

1889

Charles P. Bowditch, An Account of the Trust of Edward
Hopkins
Privately printed, 1889

1890

History of the Hopkins Fund, Grammar School, and Academy at
Hadley, Massachusetts
Amherst: Carpenter and Morehead, 1890
(See also Hopkins School at Cambridge)

HOPKINS SCHOOL AT CAMBRIDGE

1886

Report of Cambridge School Committee, 1885
Cambridge: H. E. Lombard, 1886
(See also Hopkins Academy, Hadley)

HOPKINS ACADEMY, HADLEY

1818
Catalogue (Prospectus) of Hopkins Academy

1820
Catalogue of Hopkins Academy

1829
P. D. Huntington, Address at Two Hundredth Anniversary of
Hadley, June 8, 1829
Northampton: Briggsman and Childs, 1829

1863
Hylvester, John, History of Hadley
Northampton: Metcalf and Co., 1863

1877
Barneo Clark, Memoir of John Woodbridge
Boston: Lee and Shepard, 1877

1889
Charles P. Bowditch, An Account of the Trust of Edward
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1890
History of the Hopkins Fund, Grammar School, and Academy at
Hadley, Massachusetts
Amherst: Carpenter and Morehead, 1890
(See also Hopkins School at Cambridge)

HOPKINS SCHOOL AT CAMBRIDGE

1888
Report of Cambridge School Committee, 1885
Cambridge: H. E. Lombard, 1886
(See also Hopkins Academy, Hadley)

IPSWICH FEMALE SEMINARY

1829

Agreement (MS), between Z. P. Grant and Trustees Ipswich Seminary.

(Among unclassified MS for Ipswich at Essex Institute)

1830 ?

Report (MS) on Religion at Ipswich Female Seminary

1834

Catalogue of Ipswich Female Seminary

1838

Catalogue of Ipswich Female Seminary

1839

Catalogue with Summary and Appendix

1903

Lydia A. Caldwell, Our Honored Seminary

Address for 75th Anniversary of the Coming of Miss

Z. P. Grant and Miss Mary Lyon to Ipswich (1828-1903)

1930

Jean Sarah Pond, Bradford, A New England Academy

Bradford: Alumnae Association, 1930

IPSWICH GRAMMAR SCHOOL

See Ipswich Female Seminary.

Also, Articles of Ezekiel Cheever, in reports and periodic publications.

IPSWICH FEMALE SEMINARY

1829 Agreement (MS), between E. P. Grant and Trustees Ipswich Seminary.
(Among unclassified MS for Ipswich at Essex Institute)

1830 ? Report (MS) on Religion at Ipswich Female Seminary

1834 Catalogue of Ipswich Female Seminary

1838 Catalogue of Ipswich Female Seminary

1839 Catalogue with Summary and Appendix

1903 Lydia A. Caldwell, Our Honored Seminary
Address for 75th Anniversary of the Opening of Miss
E. P. Grant and Miss Mary Lyon to Ipswich (1828-1903)

1930 Jean Sarah Pond, Bradford, A New England Academy
Bradford: Alumni Association, 1930

IPSWICH GRAMMAR SCHOOL

See Ipswich Female Seminary.
Also, Articles of Ezekiel Cheever, in reports and periodic publications.

LANCASTER ACADEMY

LANCASTER ACADEMY

1784-1823

Official Record Book A (MS)

1826

Joseph Willard, Sketches of the Town of Lancaster
 Worcester: Charles Griffin, 1826

1844

Catalogue of Lancaster Academy 1782

1783

The Massachusetts Spy, March 13, 1783

1790

The Salem Gazette, July 6, 1790

1814

Printed Subscription Paper (For circulation), September 1,
 1815

LAWRENCE ACADEMY, GROTON

1823

Order of Exercises for Exhibition, August 20, 1823

1848

Lancaster: H Brown

Caleb Butler, History of the Town of Groton
 Boston: Press of T. R. Marvin, 1848

1887

Charles Hammond, "Functions of New England Academies",
Groton Historical Series, Vol. I, No. 6
 Printed in Groton, 1887

1893

Walter Wright, Education, An Address at Lancaster, December
General Catalogue of the Trustees, Teachers, Students of
 Lawrence Academy, 1793-1893; with an account of the
 90th and 100th anniversaries.
 Published in Groton, 1893

1894

Olvan H. Washburn, Old and New Methuen, Address October 26,

Samuel A. Green, Historical Sketch of Groton, Massachusetts,
1655-1890
 Printed at Groton, 1894

1870

Letter (MS) to Rev. Dr. Sweetser, December 16, 1870 from
 Jos. A. Denny of Lancaster Academy

LANCASTER ACADEMY

1828
Joseph Willard, Sketches of the Town of Lancaster
Worcester: Charles Griffin, 1828

1844
Catalogue of Lancaster Academy

LAWRENCE ACADEMY, GROTON

1848
Osiah Butler, History of the Town of Groton
Boston: Press of T. R. Marvin, 1848

1887
Charles Hammond, "Functions of New England Academies",
Groton Historical Series, Vol. I, No. 6
Printed in Groton, 1887

1893
General Catalogue of the Trustees, Teachers, Students of
Lawrence Academy, 1793-1893; with an account of the
90th and 100th anniversaries.
Published in Groton, 1893

1894
Samuel A. Green, Historical Sketch of Groton, Massachusetts,
1655-1890
Printed at Groton, 1894

LEICESTER ACADEMY

1784-1823Official Record Book A (MS)At American Antiquarian
Society, Worcester1824-1848Official Record Book B (MS)1782The Massachusetts Spy, June 6, 17821783The Massachusetts Spy, March 13, 17831790The Salem Gazette, July 6, 17901818Printed Subscription Paper (for circulation), September 1,
18181823Order of Exercises for Exhibition, August 20, 1823
Leicester: H Brown1828Catalogue (Broadside) for Fall Quarter1834, 1835Catalogues1834Luther Wright, Education, An Address at Leicester, December
25, 1833
Also A Concise History of Leicester Academy
Worcester: S. H. Colton and Co., 18341853Alvan H. Washburn, Old and New Methods, Address October 26,
1853
Boston: John Wilson and Son, 18531870Letter (MS) to Rev. Dr. Sweetser, December 16, 1870 from
Jos. A. Denny of Leicester Academy

1870
Letter (MS) to Rev. Dr. Sweetser, December 16, 1870 from
Jos. A. Denny of Leicester Academy

1855
Alvan H. Washburn, Old and New Methods, Address October 26,
1855
Boston: John Wilson and Son, 1855

1854
Worcester: S. H. Giffon and Co., 1854
Also A Concise History of Leicester Academy
25, 1855
Leather Wright, Education, An Address at Leicester, December

1854, 1855
Catalogues

1856
Catalogue (Broadsides) for Fall Quarter

1857
Order of Exercises for Exhibition, August 20, 1857
Leicester: H. Brown

1818
Printed Subscription Paper (for circulation), September 1,
1818

1790
The Salem Gazette, July 6, 1790

1783
The Massachusetts Bay, March 13, 1783

1782
The Massachusetts Bay, June 6, 1782

1824-1848
Official Record Book B (MS)
1784-1823
Official Record Book A (MS)
At American Antiquarian
Society, Worcester

LEICESTER ACADEMY

LEICESTER ACADEMY - Continued

1884Centenary of Leicester Academy, September 4, 1884

With Historical Address by Honorable William W. Rice
and Historical Supplement, tables of Principles,
Preceptors, Trustees. Also report of Centenary
in Worcester Evening Gazette.

1889A. H. Coolidge, History of Leicester

(Reprint from Hurd, History of Worcester Co., Vol. I
pp. 686-745)

1913Charles Hudson, History of LexingtonBoston: Houghton, Mifflin Co., 1913(Edition of 1868 revised to 1913)1914Two Hundredth Anniversary of Lexington, Massachusetts, 1913Lexington: By the Town, June 25, 1914Additional1877Prospectus of the Lexington Manual Labor Seminary1884Catalogue of Lexington Manual Labor Seminary1886Lexington Boarding School and Private Library

LEICESTER ACADEMY - Continued

1884

Centenary of Leicester Academy, September 4, 1884
With Historical Address by Honorable William W. Rice
and Historical Supplement, Tables of Principles,
Preceptors, Trustees. Also report of Centenary
in Worcester Evening Gazette.

1889

A. H. Goodale, History of Leicester
(Reprint from Hurd, History of Worcester Co., Vol. I
pp. 686-742)

LEXINGTON ACADEMY

1822 ^{Kentucky}
Catalogue (Broadside), Lexington Female Academy

1823
Catalogue (Broadside), Lexington Academy

1890
D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co.
Vol. I

1913
Charles Hudson, History of Lexington
Boston: Houghton, Mifflin Co., 1913
(Edition of 1868 revised to 1913)

1914
Two Hundredth Anniversary of Lexington, Massachusetts, 1913
Lexington: By the Town, June 25, 1914

Additional
1833
Prospectus of the Lexington Manual Labor Seminary

1834
Catalogue of Lexington Manual Labor Seminary

1836
Lexington Boarding School and Private Library

1845
J. B. Felt, Annals of Salem from the First Settlement
Second Edition

1879
Salem Register, October 2, 1879

1890
Samuel Roads, Jr., The History and Traditions of Lexington
Boston: Houghton, Osgood and Co.

LEXINGTON ACADEMY

1822
Catalogue (Broadside), Lexington Female Academy
Kentucky

1823
Catalogue (Broadside), Lexington Academy

1890
D. Hamilton Bird, History of Middlesex County
Philadelphia: J. W. Lewis and Co.
Vol. I

1913
Charles Hudson, History of Lexington
Boston: Houghton, Mifflin Co., 1913
(Edition of 1868 revised to 1913)

1914
Two Hundredth Anniversary of Lexington, Massachusetts, 1913
Lexington: By the Town, June 25, 1914

Additional
1833
Prospectus of the Lexington Manual Labor Seminary

1834
Catalogue of Lexington Manual Labor Seminary

1836
Lexington Boarding School and Private Library

LYNN ACADEMY

1829

Alonzo Lewis, The History of Lynn
 Boston: J. H. Eastburn, 1829

1844

Alonzo Lewis, The History of Lynn, Second Edition
 Boston: Samuel N. Dickinson, 1844

1865

Lewis and Newhall, History of Lynn
 Boston: John L. Shorey, 1865

MARBLEHEAD ACADEMY

1790

Salem Gazette, January 26, 1790

1807

Collection of Lessons and Hymns from the Holy Scriptures
for Marblehead Academy
 Salem: Thomas C. Cushing, 1807
 (In Education Collection of Harvard University)

1811 ?

A Marblehead History (MS)
 (Anonymous, at Essex Institute)

1845

J.B. Felt, Annals of Salem from the First Settlement
Second Edition

1879

Salem Register, October 2, 1879

1880

Samuel Roads, Jr., The History and Traditions of Marblehead
 Boston: Houghton, Osgood and Co.

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Samuel Rogers, Jr., The History and Traditions of Marblehead
Boston: Houghton, Osgood and Co.

1879
Salem Register, October 2, 1879

1845
J. B. Felt, Annals of Salem from the First Settlement
Second Edition

1811 ?
A Marblehead History (MS)
(Anonymous, at Essex Institute)

1807
Collection of Lessons and Hymns from the Holy Scriptures
For Marblehead Academy
Salem: Thomas C. Channing, 1807
(In Education Collection of Harvard University)

1790
Salem Gazette, January 26, 1790

MARBLEHEAD ACADEMY

1865
Lewis and Newhall, History of Lynn
Boston: John L. Shorey, 1865

1844
Alonso Lewis, The History of Lynn, Second Edition
Boston: Samuel W. Dickinson, 1844

1829
Alonso Lewis, The History of Lynn
Boston: J. H. Kneass, 1829

LYNN ACADEMY

MERRIMACK ACADEMY, GROVELAND

1821 ff.

Official Record Book (MS), with entries from its beginnings
1821 to 1878
(At Essex Institute, among unclassified manuscripts)

1837

Catalogue (Small Broadside), October, 1837

MIDDLESEX (CONCORD) ACADEMY, CONCORD

1835

Lemuel Shattuck, History of Concord and Adjoining Towns
Boston: Russell, Odiorne and Co., 1835

1890

D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. II, especially pp. 596, 597

MILFORD ACADEMY

1882

Adin Ballou, History of the Town of Milford
Boston: Franklin Press: Rand, Avery and Co., 1882

MERRIMACK ACADEMY, GROVELAND

1881 ff.
Official Record Book (MB), with entries from its beginning
1881 to 1878
(At Essex Institute, among unclassified manuscripts)

1877
Catalogue (Small Broadside), October, 1877

MIDDLESEX (CONCORD) ACADEMY, CONCORD

1875
Lemuel Shattuck, History of Concord and Adjacent Towns
Boston: Russell, Osborne and Co., 1875

1890
D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. II, especially pp. 596, 597

MILFORD ACADEMY

1882
Adin Ballou, History of the Town of Milford
Boston: Franklin Press: Rand, Avery and Co., 1882

MILTON ACADEMY

1807

Thomas Thacher, A Discourse Delivered for the Dedication of
the Academy, September 9, 1807
Dedham: H. Mann, 1807

1879

History of Milton Academy, 1798-1879
Boston: David Clapp and Sons, 1879

1887

Albert K. Teele, History of Milton, Massachusetts
Boston: Rockwell and Churchill, 1887

1898

Milton Orange and Blue, Centenary Number. Vol. V, No. 3

Cent-Centennial Anniversary of the Monson Academy, July 13-14
1854
New York: John A. Gray, 1855

Seventy-Ninth Session of Monson Academy, June 20, 1863
Boston: Franklin-Press, Rand, Avery and Co., 1864

MOUNT PLEASANT CLASSICAL INSTITUTION, AMHERST

Catalogue and Exposition, January, 1828

Catalogue, January 1832

Milton Grange and River, Centenary Number, Vol. V, No. 3 1898

Albert K. Teele, History of Milton, Massachusetts 1887
Boston: Rockwell and Churchill, 1887

History of Milton Academy, 1798-1879 1879
Boston: David Clapp and Sons, 1879

Thomas Thacher, A Discourse Delivered for the Dedication of 1807
the Academy, September 9, 1807
Dedham: H. Mann, 1807

MILTON ACADEMY

MONSON ACADEMY

1828

Catalogue of Monson Academy

1829

Catalogue of Monson Academy

1830

Catalogue of Monson Academy

1830-1831

Catalogue of Monson Academy

1840-1841

Catalogue with Historical Statement

1855

Semi-Centennial Anniversary of the Monson Academy, July 18-19
1854

New York: John A. Gray, 1855

1884

Seventy-Ninth Reunion of Monson Academy, June 20, 1883
Boston: Franklin Press, Rand, Avery and Co., 1884

MOUNT PLEASANT CLASSICAL INSTITUTION, AMHERST

1828

Catalogue and Exposition, January, 1828

1829

Catalogue, January 1829

MONSON ACADEMY

1888

Catalogue of Monson Academy

1889

Catalogue of Monson Academy

1890

Catalogue of Monson Academy

1890-1891

Catalogue of Monson Academy

1891-1892

Catalogue with Historical Statement

1892

Semi-Centennial Anniversary of the Monson Academy, July 18-19

1894

New York: John A. Gray, 1892

1894

Seventy-Fifth Reunion of Monson Academy, June 20, 1893
Boston: Franklin Press, Rand, Avery and Co., 1894

MOUNT PLEASANT CLASSICAL INSTITUTION, AMHERST

1898

Catalogue and Exposition, January, 1898

1899

Catalogue, January 1899

NANTUCKET ACADEMY

(See materials listed under Coffin School, Nantucket.)

Catalogue (Broadside)

1829

Catalogue (Broadside)

1830

Catalogue, October, 1830

1848

Catalogue, November, 1848

NEWBURYPORT ACADEMY

1849

Catalogue, November, 1849

1826

Caleb Cushing, History and Present State of Newburyport
Newburyport: Y. W. Allen, 1826

1845

Joshua Coffin, History of Newbury, Newburyport, and West
Newbury, From 1635 to 1845
Boston: Samuel G. Drake, 1845

1854

Mrs. E. Vale Smith, History of Newburyport
Boston: Damrell and Moore, 1854

Eugene Bullard, History of New Salem Academy
(No place of printing indicated. Date 1913)

NAANTUCKET ACADEMY

(See materials listed under Goffin School, Nantucket.)

NEWBURYPORT ACADEMY

1836
Caleb Gushing, History and Present State of Newburyport
Newburyport: Y. W. Allen, 1836

1845
Joshua Goffin, History of Newbury, Newburyport, and West
Newbury, from 1635 to 1845
Boston: Samuel G. Drake, 1845

1854
Mrs. E. Vale Smith, History of Newburyport
Boston: Dammell and Moore, 1854

NEW SALEM ACADEMY

1827Catalogue (Broadside)1829Catalogue (Broadside)1830Catalogue, October, 18301848Catalogue, November, 18481849Catalogue, November, 18491850Catalogue, November, 18501894-5Catalogue1904New Salem Sesqui-Centennial and History of the Town, 1903
Athol: Transcript Book and Job Print., 19041913Eugene Bullard, History of New Salem Academy
(No place of printing indicated. Date 1913)

1913
Eugene Bullard, History of New Salem Academy
 (No place of printing indicated. Date 1913)

1904
New Salem Sesqui-Centennial and History of the Town, 1903
Also: Transcript Book and Job Print, 1904

1894-5
Catalogue

1850
Catalogue, November, 1850

1849
Catalogue, November, 1849

1848
Catalogue, November, 1848

1830
Catalogue, October, 1830

1829
Catalogue (Broadside)

1827
Catalogue (Broadside)

NEW SALEM ACADEMY

NEWTON FEMALE ACADEMY

1836

Catalogue of Newton Female Seminary, 1835-36

1890

D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. III, pp. 49-81

1891

Celebration of the Two Hundredth Anniversary of Newton, Mass.
December 27, 1888
Boston: Avery L. Rand, 1891

(See also under "Additional Materials", items relating to Mrs. Susanna Rawson)

NICHOLS ACADEMY, DUDLEY

1822

Order of Exercises at Exhibition, November 20, 1922
(A Broadside)

1835

Catalogue of Nichols Academy, Dudley

1853

Joshua Bates, Anniversary Discourse, with Topographical and Historical Notices of the Town of Dudley.
Boston: T. R. Marvin, 1853

NEWTON FEMALE ACADEMY

1836

Catalogue of Newton Female Seminary, 1835-36

1890

D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
Vol. III, pp. 49-51

1891

Celebration of the Two Hundredth Anniversary of Newton, Mass.
December 27, 1888
Boston: Avery L. Rand, 1891

(See also under "Additional Materials", items relating to Mrs.
Susanna Rawson)

NICHOLS ACADEMY, DUDLEY

1882

Order of Exercises at Exhibition, November 20, 1882
(A Broadside)

1835

Catalogue of Nichols Academy, Dudley

1853

Thomas Bates, Anniversary Discourse, with Topographical
and Historical Notices of the Town of Dudley.
Boston: T. R. Marvin, 1853

NORTHFIELD ACADEMY OF USEFUL KNOWLEDGE

1875

J.H. Temple and George Sheldon, History of Northfield
Albany (New York): Joel Munsell, 1875

1923

Two Hundred and Fiftieth Anniversary Celebration of
Northfield, June 22 - 24, 1923

PARTRIDGE ACADEMY, DUXBURY

1849

Justin Winsor, History of the Town of Duxbury
Boston: Crosby and Nichols, 1849

1853

Partridge Academy Rules and Regulations, together with
sections from the Will of Honorable Partridge, and
Articles of Incorporation, 1829
Cambridge: Metcalf and Co., 1853

NORTHFIELD ACADEMY OF USEFUL KNOWLEDGE

1875
J. H. Temple and George Sheldon, History of Northfield
Albany (New York): Joel Munsel, 1875

1923
Two Hundred and Fiftieth Anniversary Celebration of
Northfield, June 22 - 24, 1923

PATRIDGE ACADEMY, DUXBURY

1849
Justin Winsor, History of the Town of Duxbury
Boston: Crosby and Nichols, 1849

1853
Patridge Academy Rules and Regulations, together with
sections from the Will of Honorable Patridge, and
Articles of Incorporation, 1829
Cambridge: Metcalf and Co., 1853

PEIRCE ACADEMY, MIDDLEBOROUGH

1850

Catalogue of Peirce Academy

1851

Catalogue of Peirce Academy

1854

Catalogue of Peirce Academy

1858

Catalogue of Peirce Academy

1870

Celebration of Two Hundredth Anniversary of Middleborough,
October 13, 1869
Middleborough: Gazette Office, 1870

1894

Henry S. Burrage, A History of Baptists in New England
Philadelphia: American Baptist Publication Society,
1894

1906

Thomas Weston, History of Middleboro, Massachusetts
Boston: Houghton, Mifflin and Co., 1906

Jane Carpenter, Development of Curriculum of Phillips
Academy, Andover.

Unpublished M.A. Thesis, Columbia University,
Department of Education, 1922. Based
mainly on manuscript records of the
Board of Trustees of Phillips Academy,
1778 to 1878

PETREE ACADEMY, MIDDLEBOROUGH

- 1850
Catalogue of Petree Academy
- 1851
Catalogue of Petree Academy
- 1854
Catalogue of Petree Academy
- 1858
Catalogue of Petree Academy
- 1870
Celebration of Two Hundredth Anniversary of Middleborough,
October 13, 1869
Middleborough: Gazette Office, 1870
- 1894
Henry S. Burdge, A History of Baptists in New England
Philadelphia: American Baptist Publication Society,
1894
- 1906
Thomas Weston, History of Middleboro, Massachusetts
Boston: Houghton, Mifflin and Co., 1906

PHILLIPS ACADEMY, ANDOVER

1791

Address to Students immediately after examination and
exhibition, July 18, 1791
Exeter: Henry Ranlet

1794

David Tappan, Address to Students, July 7, 1794
Exeter: Stearns and Winslow

1799

Jedidiah Morse, Address to Students, July 9, 1799
Charleston: Samuel Eckeridge, 1799

1811

Eliphalet Pearson, Sermon before Massachusetts Society for
Promoting Christian Knowledge, November 27, 1811
Cambridge: Hilliard and Metcalf, 1811

1815

Eliphalet Pearson, Sermon before American Society for
Educating Pious Youth for the Gospel Ministry,
October 26, 1815
Andover: Flagg and Gould, 1815

1824, 1825, 1826, 1829, 1830, 1832, 1833

Catalogues of Phillips Academy, for each year indicated

1828

Constitution of Phillips Academy, Andover, Massachusetts.
Andover: Flagg and Gould, 1828

1878

Program of Centennial Celebration, June 5 and 6, 1878

1901

Jane Carpenter, Development of Curriculum of Phillips
Academy, Andover.
Unpublished M.A. Thesis, Columbia University,
department of Education, 1901. Based
mainly on manuscript records of the
Board of Trustees of Phillips Academy,
1778 to 1878

PHILLIPS ACADEMY, ANDOVER

1791 Address to Students immediately after examination and
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Exeter: Henry Ranlet

1794 David Tappan, Address to Students, July 7, 1794
Exeter: Stearns and Winslow

1799 Jedidiah Morse, Address to Students, July 9, 1799
Exhibition: Samuel Stebbins, 1799

1811 Alphabetic Pearson, Sermon before Massachusetts Society for
Promoting Christian Knowledge, November 27, 1811
Cambridge: Hilliard and Westcott, 1811

1815 Alphabetic Pearson, Sermon before American Society for
Educating Pious Youth for the Gospel Ministry,
October 20, 1815
Andover: Piess and Gould, 1815

1824, 1825, 1826, 1829, 1830, 1832, 1833
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Andover: Piess and Gould, 1828

1878 Program of Centennial Celebration, June 5 and 6, 1878

1901 Jane Carpenter, Development of Unitarianism of Phillips
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Unpublished M.A. Thesis, Columbia University,
Department of Education, 1901. Based
mainly on manuscript records of the
Board of Trustees of Phillips Academy,
1778 to 1878

PHILLIPS ACADEMY, ANDOVER - Continued

1903

Biographical Catalogue of the Trustees, Teachers, and Students of Phillips Academy, Andover, 1778-1830
Andover: Andover Press, 1903

1917

Claude Moore Fuess, An Old New England School
Boston: Houghton, Mifflin Co., 1917

1928

Claude Moore Fuess, Men of Andover
New Haven: Yale University Press, 1903

PITTSFIELD FEMALE ACADEMY

1829

Pittsfield Seminary for Young Ladies: Monthly Report of Miss Cordelia Tyler. July 18, 1829

1829

History of the County of Berkshire
Pittsfield: Samuel W. Bush, 1829
Part I General View of the County
Part II Account of the Several Towns

1842

Catalogue of Pittsfield Young Ladies Institute, July 1842

1844

David D. Field, History of Pittsfield
Hartford: Case, Tiffany and Burnham, 1844

PHILLIPS ACADEMY, ANDOVER - Continued

1903
Biographical Catalogue of the Trustees, Teachers, and
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 Andover: Andover Press, 1903

1917
Clara Moore Press, An Old New England School
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1928
Clara Moore Press, Men of Andover
 New Haven: Yale University Press, 1903

PITTSFIELD FEMALE ACADEMY

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1844
David D. Field, History of Pittsfield
 Hartford: Case, Tiffany and Burnham, 1844

SALEM STREET ACADEMY, BOSTON
 ROUND HILL SCHOOL, NORTHAMPTON

1823

Joseph G. Gogswell and George Bancroft, Prospectus of A School to be established at Round Hill, Northampton, Massachusetts.

Cambridge: Hilliard and Metcalf, 1823

1829

Literary Recreations, a Periodical of Round Hill School
 Vol. I, numbers 1 to 27 (January 24, 1829 to August 29, 1829)

1831

Outline of the System of Education at Round Hill School
 Boston: H. Hales Steam Power Press, 1831

1862

Names of Pupils of Round Hill School, From its commencement until June 1831.

Newport (R.I.): James Atkinson, 1862

1872

Thomas Gold Appleton, "Some Souvenirs of Round Hill School", New and Old, July 1872, pp. 27-41

1898

Orange and Blue, Milton Academy,
 Vol. V, No. 3 (Dec. (1898), Centennial Number

1917

John Spencer Bassett, "The Round Hill School", Proceedings of the American Antiquarian Society, April 11, 1917, pp. 18-62

Frederick G. Howe, Historical Address -- Salem Academy,
 Delivered in Ashfield, Massachusetts, July 24, 1889
 Greenfield: E. A. Hall and Co., 1889

Frederick G. Howe, History of the Town of Ashfield
 Printed by the Town, 1908

ROUND HILL SCHOOL, NORTHAMPTON

1823 Joseph G. Cogswell and George Baneroff, Prospectus of A School to be established at Round Hill, Northampton, Massachusetts.
Cambridge: Hilliard and Metcalf, 1823

1829 Literary Recollections, a Periodical of Round Hill School
Vol. I, numbers 1 to 27 (January 24, 1829 to August 29, 1829)

1831 Outline of the System of Education at Round Hill School
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1872 Thomas Gold Appleton, "Some Souvenirs of Round Hill School,"
New and Old, July, 1872, pp. 27-41

1898 Orange and Blue, Milton Academy,
Vol. V, No. 3 (Dec. 1898), Centennial Number

1917 John Spencer Bassett, "The Round Hill School," Proceedings
of the American Antiquarian Society, April 11, 1917,
pp. 18-62

SALEM STREET ACADEMY, BOSTON

1816

Printed Constitution of the Salem Street Academy
Boston: John Eliot, 1816

1817

Published List of Officers, etc. of the Salem Street
(Boston) Sunday School in Christ Church, December 14,
1817 with Foreword.

SANDERSON ACADEMY

1818

"Account of Life of Reverend Alvan Sanderson", The Panoplist
and Missionary Herald, Vol. XIV, No. 9 (September
1818)

1829

Catalogue of Sanderson Academy with Statement of Plan of
Instruction
Greenfield: Phelps and Ingersoll, 1829

1888

E. R. Ellis, Biographical Sketches of Richard Ellis,
including notes written in 1834
Detroit: William Graham Printing Co., 1888

1889

Frederick G. Howes, Historical Address -- Sanderson Academy,
Delivered in Ashfield, Massachusetts, July 24, 1889
Greenfield; E. A. Hall and Co., 1889

1908

Frederick G. Howes, History of the Town of Ashfield
Printed by the Town, 1908

SALLEN STREET ACADEMY, BOSTON

1816
Printed Constitution of the Sallen Street Academy
 Boston: John Elliot, 1816

1817
Published List of Officers, etc. of the Sallen Street
(Boston) Sunday School in Christ Church, December 14,
 1817 with Foreword.

SANDERSON ACADEMY

1818
"Account of Life of Reverend Alvan Sanderson", The Panoplist
and Missionary Herald, Vol. XIV, No. 9 (September
 1818)

1829
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Frederick G. Howes, Historical Address -- Sanderson Academy,
Delivered in Ashfield, Massachusetts, July 24, 1889
 Greenfield: E. A. Hall and Co., 1889

1908
Frederick G. Howes, History of the Town of Ashfield
 Printed by the Town, 1908

SANDWICH ACADEMY

1862

Frederick Freeman, The History of Cape Cod
Boston: George C. Rand and Avery, 1862
Vol. II

1890

Two Hundred and Fiftieth Anniversary Celebration of Sandwich and Bourne, September 3, 1889
Falmouth: Local Publishing and Printing Co., 1890

STOCKBRIDGE ACADEMY

SHELDON ENGLISH AND CLASSICAL SCHOOL, SOUTHAMPTON

1830

Catalogue of Sheldon English and Classical School

1832

Catalogue

1833

Catalogue

1841

B. B. Edwards, Address at Centennial Celebration, Southampton, Mass., July 23, 1841
Andover: Allen, Morrill and Wardwell, 1841

STOW ACADEMY

1833

P. H. Crowell, Two Hundred and Fiftieth Anniversary of Stow, Massachusetts.
Stow: Printed by P. H. Crowell

SANDWICH ACADEMY

1862

Frederick Freeman, The History of Cape Cod
Boston: George C. Rand and Avery, 1862
Vol. II

1890

Two Hundred and Fiftieth Anniversary Celebration of Sandwich
and Bourne, September 3, 1890
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SHELDON ENGLISH AND CLASSICAL SCHOOL, SOUTHAMPTON

1830

Catalogue of Sheldon English and Classical School

1832

Catalogue

1833

Catalogue

1841

B. N. Edwards, Address at Centennial Celebration, Southamp-
ton, Mass., July 25, 1841
Andover: Allen, Morrill and Wardwell, 1841

SHERBURNE ACADEMY

1830

William Bigelow, History of Sherburne, Massachusetts
 Milford: Ballou and Stacy, 1830

1875

Second Centennial of the Town of Sherborn, October 21, 1874
 Natick: Cook and Sons, 1875

STOCKBRIDGE ACADEMY

1824

"Education", a communication To the Legislature of
Massachusetts by Inhabitants of Stockbridge, December
29, 1824

1829

History of the County of Berkshire
 Pittsfield: Samuel W. Bush, 1829
 Part I General View of the County
 Part II Account of the Several Towns. . . .
 "Stockbridge"

STOW ACADEMY

1933

P. R. Crowell, Two Hundred and Fiftieth Anniversary of Stow,
Massachusetts.
 Stow: Printed by P. R. Crowell

SHERBURN ACADEMY

1830
William Bigelow, History of Sherburne, Massachusetts
 Milford: Ballou and Stacy, 1830

1875
Second Centennial of the Town of Sherborn, October 21, 1874
 Watertown: Cook and Sons, 1875

STOCKBRIDGE ACADEMY

1824
"Education", a communication To the Legislature of
Massachusetts by Inhabitants of Stockbridge, December
 29, 1824

1829
History of the County of Berkshire
 Pittsfield: Samuel W. Bush, 1829
 Part I General View of the County
 Part II Account of the Several Towns. . . .
 "Stockbridge"

STOW ACADEMY

1833
P. R. Growell, Two Hundred and Fiftieth Anniversary of Stow,
Massachusetts.
 Stow: Printed by P. R. Growell

TOPSFIELD ACADEMY

1828

Rodney G. Dennis, Address at the Opening of Topsfield Academy
Salem: Salem Gazette Press, 1828

1830

Exercises at the Annual Examination, August 10, 1830
Salem: W. and S. B. Ives, Salem Observer Office

1839

Catalogue, November 1839, Benjamin Greenleaf, Principal.

1890

Articles on Topsfield Academy in Salem Gazette, Feb. 11, 18, 28; March 11; April 11, 18; May 27; June 10; July 14; August 19.
(Clippings collected at Essex Institute, Salem)

1891

Article on Topsfield Academy in Salem Observer, August 15, 1891
(At Essex Institute, Salem)

1899

M.V.B. Perley, History of Topsfield Academy
Topsfield: The Merrill Press, 1899

1900

George F. Dow, "Historical Address", Two Hundred and Fiftieth Anniversary of the Town of Topsfield, August 16, 1900

TOPSFIELD ACADEMY

1828

Robney G. Dennis, Address at the Opening of Topsfield Academy
Salem: Salem Gazette Press, 1828

1830

Exercises at the Annual Examination, August 10, 1830
Salem: W. and S. B. Ives, Salem Observer Office

1839

Catalogue, November 1839, Benjamin Greenleaf, Principal.

1890

Articles on Topsfield Academy in Salem Gazette, Feb. 11, 18;
28; March 11; April 11, 18; May 27; June 10; July 14;
August 19.
(Clippings collected at Essex Institute, Salem)

1891

Article on Topsfield Academy in Salem Observer, August 15,
1891
(At Essex Institute, Salem)

1899

M. V. B. Perley, History of Topsfield Academy
Topsfield: The Merrill Press, 1899

1900

George F. Dow, "Historical Address", Two Hundred and
Fiftieth Anniversary of the Town of Topsfield,
August 10, 1900

WAKEFIELD ACADEMY

1872Historical Address, delivered on the Assumption of the New
Name, Wakefield, 1871

Boston: Warren Richardson, 1872

1877

Catalogue, Fall Term

1878

Catalogue, Summer Term

1879

Catalogue, Spring Term

1882

H. A. Buckland, Address at Annual Examination
(MS copied by typewriter)

1883

Catalogue, Spring and Summer Terms

WARREN ACADEMY, WOBURN

1883-4

Catalogue, Fall and Winter Term

1834Catalogue of Warren Academy1836Catalogue of Warren Academy1868Samuel Sewall, History of Woburn

Boston: Wiggin and Lunt, 1868

1893

David Sherman, History of Wesleyan Academy, at Willsboro,
Mass., 1817-1893
Boston: McDonald and Gill Co., 1893

1925

Willsboro Bulletin, Centennial Number
Vol. X, No. 4 (October 1925)

WAKEFIELD ACADEMY

1872
Historical Address, delivered on the Assumption of the New
Name, Wakefield, 1871
Boston: Warren Richardson, 1872

WARREN ACADEMY, WOBURN

1874
Catalogue of Warren Academy

1876
Catalogue of Warren Academy

1868
Samuel Bewell, History of Woburn
Boston: Wiggin and Lunt, 1868

WESLEYAN ACADEMY, WILBRAHAM

1826Catalogue, Fall Term1827Catalogue, Fall Term1829Catalogue, Summer Term1830Catalogue, Spring Term1832H. A. Buckland, Address at Annual Examination
(MS copied by typewriter)1832Catalogue, Spring and Summer Terms1832-3Catalogue, Fall and Winter Term1834Catalogue, Spring, Summer, Fall Terms1836Catalogue, Spring, Summer, Fall Terms1868Catalogue of Books in the Library
Springfield: Union Printing Co., 18681893David Sherman, History of Wesleyan Academy, at Wilbraham,
Mass., 1817-1890
Boston: McDonald and Gill Co., 18931925Wilbraham Bulletin, Centennial Number
Vol. X, No. 4 (October 1925)

1925
Wilbraham Bulletin, Centennial Number
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1893
David Sherman, History of Wesleyan Academy, at Wilbraham,
Mass., 1817-1890
Boston: McDonald and Gill Co., 1893

1868
Catalogue of Books in the Library
Springfield: Union Printing Co., 1868

1856
Catalogue, Spring, Summer, Fall Terms

1854
Catalogue, Spring, Summer, Fall Terms

1852-3
Catalogue, Fall and Winter Term

1852
Catalogue, Spring and Summer Terms

1852
H. A. Buckland, Address at Annual Examination
(MS copied by typewriter)

1850
Catalogue, Spring Term

1849
Catalogue, Summer Term

1847
Catalogue, Fall Term

1846
Catalogue, Fall Term

WESLEYAN ACADEMY, WILBRAHAM

WESTFIELD ACADEMY

WEST BROOKFIELD FEMALE CLASSICAL SEMINARY

1879

History of Worcester County

Boston: C. F. Jewett and Co., 1879

1839

Emerson Davis, Intellectual Philosophy for Children and Youth in Schools and Families
 Boston: Moore and Francis, 1839

1831

Catalogue

1836

Catalogue, Fall Term

1837

Catalogues, Winter, Spring and Summer Terms

1844

Peter Starr, Address at a meeting of the Present and Former Pupils.
 Northampton: John Metcalf, 1844

1847

Catalogue

1866

Emerson Davis, Sermon at the Thirtieth Settlement with First Congregational Church, Westfield, June 3, 1866.
 Also Funeral Sermon for Emerson Davis by Rev. Mark Hopkins, President of Williams College, June 11, 1866.

WEST BROOKFIELD FEMALE CLASSICAL SEMINARY

History of Worcester County
Boston: G. F. Jewett and Co., 1879

WESTFIELD ACADEMY

1813Manuscript Catalogue, October 201826Emerson Davis, Historical Sketch of Westfield
Westfield: Joseph Root1830Emerson Davis, Intellectual Philosophy for Children and
Youth in Schools and Families
Boston: Munroe and Francis, 18301831Catalogue1836Catalogue, Fall Term1837Catalogues, Winter, Spring and Summer Terms1844Peter Starr, Address at a meeting of the Present and Former
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Northampton: John Metcalf, 18441847Catalogue1866Emerson Davis, Sermon at the Thirtieth Settlement with
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WESTFIELD ACADEMY

1813
Manuscript Catalogue, October 20

1826
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Westfield: Joseph Root

1830
Emerson Davis, Intellectual Philosophy for Children and
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First Congregational Church, Westfield, June 3, 1866.
Also funeral Sermon for Emerson Davis by Rev. Mark
Hopkins, President of Williams College, June 11,
1866

WESTFORD ACADEMY

1870

Catalogue of Westford Academy, with historical statement.
Lowell: Stone and Huse, 1870

1883

Edwin R. Hodgman, History of Westford
Lowell: Morning Mail Co., 1883

1890

D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
(Pages 700-703)

WEYMOUTH AND BRAINTREE ACADEMY, WEYMOUTH

1884

D. Hamilton Hurd, History of Norfolk County
Philadelphia: J. W. Lewis and Co., 1884

1923

History of Weymouth, Massachusetts
Weymouth Historical Society, 1923
Vol. II

WESTFORD ACADEMY

1870
Catalogue of Westford Academy, with historical statement.
 Lowell: Stone and Huse, 1870

1883
Rawlin R. Hodgman, History of Westford
 Lowell: Morning Mail Co., 1883

1890
D. Hamilton Hurd, History of Middlesex County
Philadelphia: J. W. Lewis and Co., 1890
 (Pages 700-703)

WEYMOUTH AND BRAINTREE ACADEMY, WEYMOUTH

1884
D. Hamilton Hurd, History of Norfolk County
Philadelphia: J. W. Lewis and Co., 1884

1923
History of Weymouth, Massachusetts
Weymouth Historical Society, 1923
 Vol. II

WILLIAMSTOWN ACADEMY AND WILLIAMSTOWN FREE SCHOOL

1790

Salem Gazette, February 2

1802

Collections of the Massachusetts Historical Society, Vol.

VIII

Boston: Munroe and Francis, 1802

1829

History of the County of Berkshire

Pittsfield: Samuel W. Bush, 1829

1865

Mason Noble, Centennial Discourse, Williamstown, Massachusetts

North Adams: James T. Robinson and Co., 1865

1899

Arthur Latham Perry, Williamstown and Williams College
Published by the Author, 1899

WILLIAMSTOWN ACADEMY AND WILLIAMSTOWN FREE SCHOOL

1790
Salem Gazette, February 2

1802
Collection of the Massachusetts Historical Society, Vol. VIII
Boston: Munroe and Francis, 1802

1829
History of the County of Berkshire
Pittsfield: Samuel W. Bush, 1829

1862
Mason Noble, Centennial Discourse, Williamstown, Massachusetts
North Adams: James T. Robinson and Co., 1862

1899
Arthur Latham Perry, Williamstown and Williams College
Published by the Author, 1899

ADDITIONAL MATERIALS ON INDIVIDUAL ACADEMIES

1802

Letter (MS) September 20, 1802. Father advises daughter, Miss Anna Salsonstall who attended Mrs. Rowson's Academy, Medford.

Letter (MS) November 5, 1802. Mrs. Susanna Rowson responds in letter to Miss Anna Salsonstall.

Enclosed are "Honor Slips".

(At Massachusetts Historical Society)

1803

Private School Receipt for Tuition, Boston, October 15, 1803

1821

Catalogue of Byfield Seminary, Joseph Emerson, Preceptor.

1827, 1828, 1829, 1830, 1832, 1833, 1834

Catalogue for each year of Worcester Academy

1895

General John Eaton, Thetford Academy

Concord (N.H.): Republican Press Association, 1895

1918

George Otis Ward, The Worcester Academy

Worcester: The Davis Press, 1918

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1827, 1828, 1829, 1830, 1832, 1833, 1834

Catalogue for each year of Worcester Academy

1892

General John Eaton, Thetford Academy
 Concord (N.H.): Republican Press Association, 1892

1918

George Otis Ward, The Worcester Academy
 Worcester: The Davis Press, 1918

BRIEF AUTOBIOGRAPHY



Lorentz Ingermann Hansen was born of Scandinavian parents, in La Crosse, Wisconsin, September 26, 1884. With his father who was a Danish Baptist missionary and pastor, he lived in many different communities in Wisconsin, Nebraska, South Dakota, Minnesota and Iowa. He was graduated from High School in Eagle Grove, Iowa, in 1906, and received his B.A. degree from Central College, Pella, Iowa in 1910. He then attended the University of Chicago, and received the degrees of M.A. and B.D. in 1915. As pastor, he has served churches in Evanston, Wyoming; Kalamazoo, Michigan; Alameda, California (San Francisco area); and Kankakee, Illinois, and has been Director of Religious Education for the Baptist Denomination in the State of Colorado. Since January 1931, he has lived in Andover, Massachusetts while in attendance upon Boston University Graduate School.

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BOSTON UNIVERSITY



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